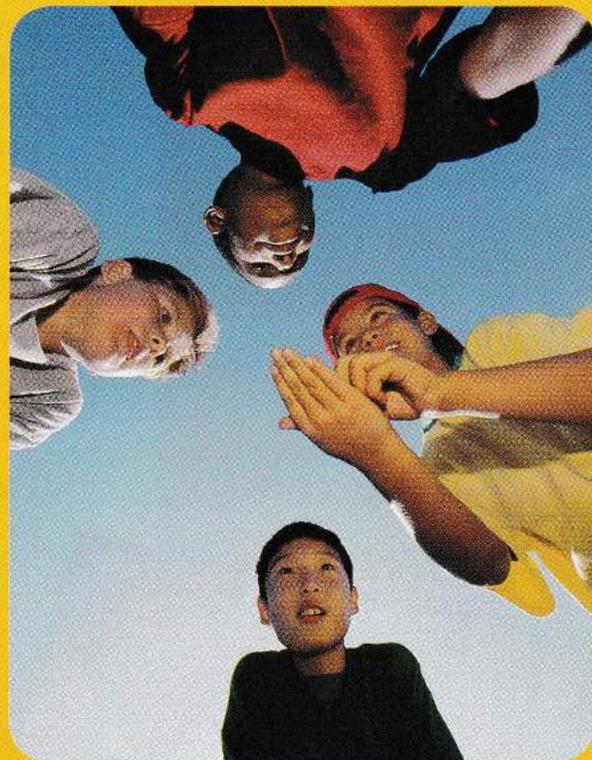
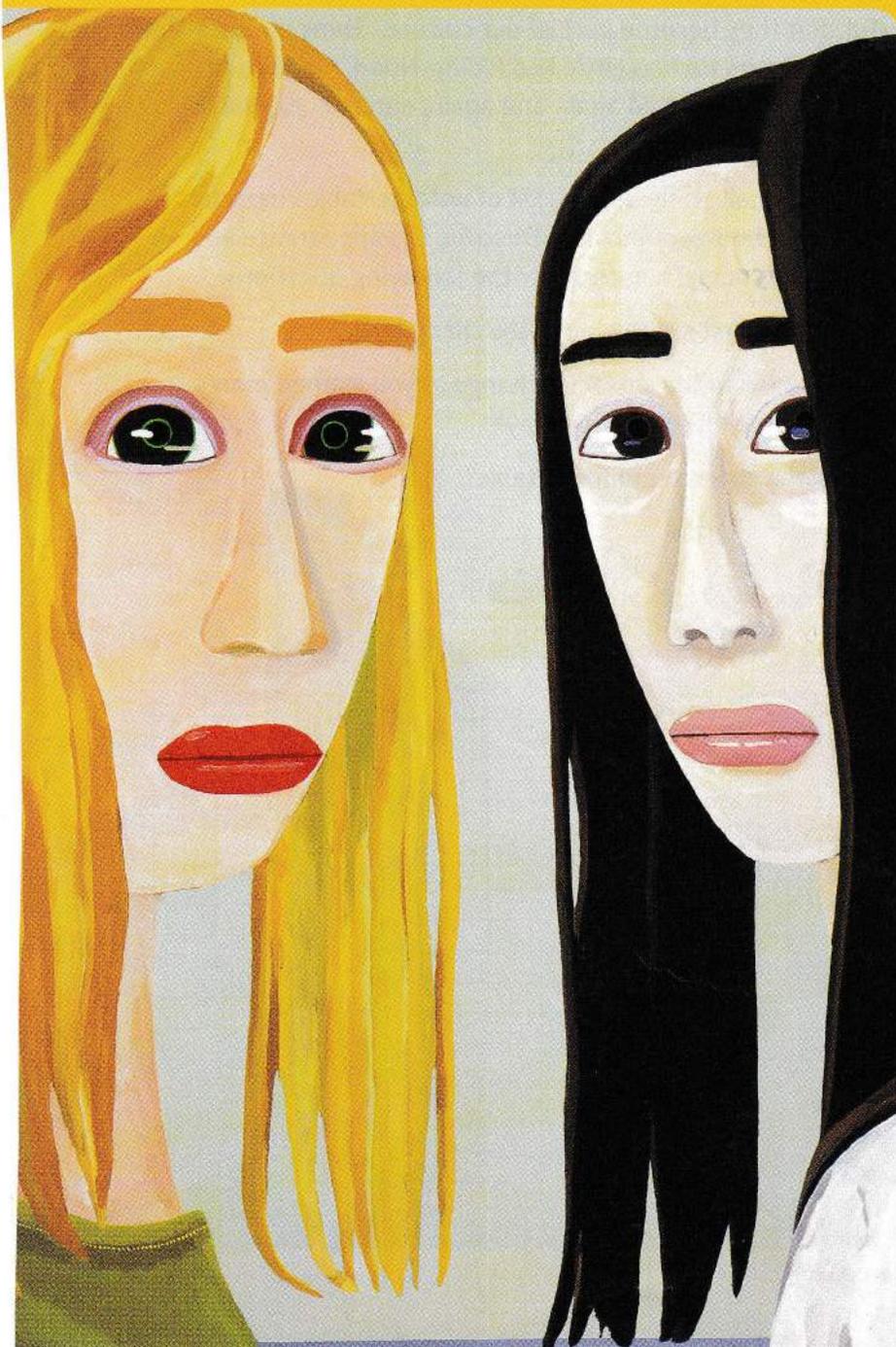


Person to Person



ANALYZING CHARACTER AND POINT OF VIEW

- In Fiction
- In Nonfiction
- In Poetry
- In Media

Character and Point of View

Characters in literature can be just as fascinating as people in your own life. Like real people, characters can be painfully shy, rude, or courageous. Some characters instantly draw you in, while others get on your nerves. Why do you react so strongly to the people you meet on the page? Character and point of view are the elements that influence your impressions.



READING STANDARDS

- 2.6.06 Recognize points of view
- 2.6.07 Determine what characters are like

Part 1: Who Tells the Story?

Suppose two of your closest friends got into a heated argument recently. You heard about the argument from each friend and from an innocent bystander who overheard every word. How would the three accounts differ? As this example shows, *who* tells a story is just as important as *what* that story is about. In literature, the **narrator** is the voice that tells the story. A writer's choice of narrator is known as **point of view**. This chart explains two points of view.

FIRST-PERSON POINT OF VIEW	THIRD-PERSON POINT OF VIEW
<p>The narrator</p> <ul style="list-style-type: none"> • is a character in the story • uses the words <i>I</i>, <i>me</i>, and <i>my</i> to refer to himself or herself • tells his or her own thoughts, opinions, and feelings • does not know what other characters are thinking and feeling 	<p>The narrator</p> <ul style="list-style-type: none"> • is not a character in the story • uses words like <i>he</i>, <i>she</i>, and <i>they</i> to refer to the characters • can reveal the thoughts, opinions, and feelings of one or more characters 
<p>Example</p> <p>I was flying along when I spotted sparks exploding on the street below. The evil ShockBlaster was attacking innocent people! Time for me to come to the rescue again. Angry and annoyed, I realized that talented superheroes like me <i>never</i> get the day off.</p>	<p>Example</p> <p>As Dynamyte zoomed toward the explosion, a billion thoughts raced through his mind. He wondered why villains always started trouble on his day off.</p> <p>From a roof above the panicked crowd, ShockBlaster saw Dynamyte swooping across the sky toward him. "Him again?" ShockBlaster muttered.</p>

ILLINOIS
OBJECTIVES

Preview Unit Goals

**LITERARY
ANALYSIS**

- Identify and analyze first-person and third-person point of view
- Identify and analyze character traits and characterization
- Compare characters
- Identify and analyze symbols

READING

- Develop reading strategies including visualizing, predicting, and connecting
- Identify author's purpose
- Take notes and generate research questions

**WRITING AND
GRAMMAR**

- Write a description of a person
- Use present, past, and future verb tenses correctly
- Use comparative and superlative forms of adjectives and adverbs correctly
- Use subject and object pronouns correctly

**SPEAKING,
LISTENING,
AND VIEWING**

- Conduct an interview
- Analyze visual elements, sound, and dialogue in television
- Analyze television techniques that establish character

VOCABULARY

- Understand and correctly use words that are easily confused
- Use context clues to help determine the meaning of words and phrases
- Use word roots and affixes to help determine word meaning

**ACADEMIC
VOCABULARY**

- first-person point of view
- third-person point of view
- characterization
- character
- symbol
- context clues



MODEL 1: FIRST-PERSON POINT OF VIEW

The novel *Walk Two Moons* is about a 13-year-old girl named Salamanca. People call her Sal for short. One day, her mother leaves home forever, prompting Sal to deal with some confusing feelings.

from **WALK TWO MOONS**

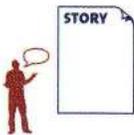
Novel by Sharon Creech

When my mother left for Lewiston, Idaho, that April, my first thoughts were, “How could she do that? How could she leave me?”

As the days went on, many things were harder and sadder, but some things were strangely easier. When my mother had been there, I was like a mirror. If she was happy, I was happy. If she was sad, I was sad. For the first few days after she left, I felt numb, non-feeling. I didn't know how to feel. I would find myself looking around for her, to see what I might want to feel.

Close Read

1. Reread the boxed sentences. Find the pronouns that show the first-person point of view.
2. How does her mother's departure initially affect Sal? Find two details that reveal Sal's feelings.



MODEL 2: THIRD-PERSON POINT OF VIEW

Becky believes she was born to play golf. After practice one day, she encounters an elderly neighbor named Doña Carmen Maria. Notice what the third-person narrator reveals about Becky's thoughts.

from **How Becky Garza Learned Golf**

Short story by Gary Soto

Doña Carmen Maria reached for one of the clubs in the bag. She said it was like a sword. She poked the air and laughed to herself.

Becky didn't smile. She was hot, thirsty, and uneasy with the old woman who again started to play with the mole on her throat. But Becky's parents had always taught her to respect elders. And she had to respect Doña Carmen Maria because, if not, Becky feared the old woman would walk down the street and report her incivility. Becky could see herself grounded until she was as old as Doña Carmen Maria herself.

Close Read

1. How can you tell that this story is told from the third-person point of view? Support your answer.
2. Does Becky seem to like Doña Carmen Maria? Find details that describe Becky's thoughts and feelings about her neighbor.

Part 2: The People on the Page

When you meet someone for the first time, you form an impression based on certain clues, such as how the person looks, talks, or acts. Similar clues can help you get to know characters in literature. By noticing important details, you can infer a character's **traits**, or qualities, like shyness or friendliness. To form a complete picture of a character's personality, you have to consider all the details that the writer has included.

Writers use four methods to develop their characters. Use the questions and examples shown to help you understand one superhero's personality.

METHODS OF CHARACTERIZATION	EXAMPLES
 <p>CHARACTER'S PHYSICAL APPEARANCE A character's look can influence your first impression of him or her. Ask:</p> <ul style="list-style-type: none">• What does the character look like?• What facial expressions or gestures does he or she make?	<p>Sparks of fire sizzled in Dynamyte's hair whenever he was getting ready to show off. He smiled confidently and flexed his muscles for the crowd.</p>
 <p>CHARACTER'S THOUGHTS, SPEECH, AND ACTIONS A character's own words and actions can reflect his or her personality. Ask:</p> <ul style="list-style-type: none">• What is the character good at? bad at?• What kinds of things worry him or her?• How does he or she act toward others?	<p>Dynamyte forgot about his day off when he realized how important he was to the city. "This is what happens when you're the <i>only</i> one capable of saving the world," he boasted as he prepared to show off some more.</p>
 <p>OTHER CHARACTERS' REACTIONS One way to learn about a character is to note how others feel about him or her. Ask:</p> <ul style="list-style-type: none">• How do others treat the character?• What do they say about him or her?	<p>ShockBlaster cringed in fear as he saw Dynamyte speeding toward him. "I must escape! I'll never win a battle against him."</p>
 <p>NARRATOR'S DIRECT COMMENTS The narrator may directly tell you about a character's personality. Ask:</p> <ul style="list-style-type: none">• What qualities does the narrator say the character has?• Does the narrator admire the character?	<p>Dynamyte's talent and skill made up for his bad attitude. He made saving the world look so easy!</p>

**METHOD 1: PHYSICAL APPEARANCE**

In this fable, three princes compete for the love of a princess named Meliversa. As you read, look for descriptions of Meliversa's appearance.

from *The Fable of the*
Three Princes

Short story by **Isaac Asimov**

That night there was a great feast, and the three princes were the guests of honor.

The emperor, seated on a splendid throne at the head of the table, greeted them. Next to him was the princess Meliversa, and she was indeed **as beautiful as the sun.** Her hair was long and the color of corn silk. Her eyes were blue and reminded everyone of the sky on a bright spring day. Her features were perfectly regular and her skin was flawless.

But her eyes were empty, and her face was expressionless.

Close Read

1. Find three details that describe Meliversa's beauty. One detail has been **boxed**.
2. Reread line 8. What do you learn about Meliversa from this description?

**METHOD 2: THOUGHTS AND ACTIONS**

Mary is supposed to be participating in Ta-Na-E-Ka, a custom of the Kaw Nation of Native Americans. Ta-Na-E-Ka is a test in which young people must survive five days alone in the woods. Mary thinks the tradition is silly, so she secretly spends the five days in a restaurant.

from **Ta-Na-E-Ka**

Short story by **Mary Whitebird**

I was sorry when the five days were over. I'd enjoyed every minute with Ernie. He taught me how to make Western omelets and to make Chili Ernie Style (still one of my favorite dishes). And I told Ernie all about the legends of the Kaw. I hadn't realized I knew so much about my people.

But Ta-Na-E-Ka was over, and as I approached my house, at about nine-thirty in the evening, **I became nervous all over again.** What if Grandfather asked me about the berries and the grasshoppers? And my feet were hardly cut. I hadn't lost a pound and my hair was combed.

"They'll be so happy to see me," I told myself hopefully, "that they won't ask too many questions."

Close Read

1. Consider Mary's choice to secretly skip Ta-Na-E-Ka. What do her actions tell you about her?
2. Look at the **boxed** descriptions of Mary's thoughts. How does she feel about what she's done?



METHOD 3: OTHER CHARACTERS

In this excerpt, Cammy is listening to her cousin Patty Ann play the piano. As you read, notice how Cammy reacts to Patty Ann.

from **COUSINS** Novel by Virginia Hamilton

She [Cammy] couldn't sit still. Being there with her cousin made her as angry as she could be.

Good at everything, Cammy thought to Patty Ann's back. In school, at home, at her piano. Miss Goody-goody. . . .

5 The music stopped abruptly. Patty Ann turned the page of a small notebook next to her music. The page was blank. She'd come to the end of her lessons. She closed the book. Closed her music books, too. She closed the piano top over the piano keys. To Cammy, everything she did was like chalk scraping on a blackboard.

Close Read

1. Does Cammy like Patty Ann? How can you tell?
2. Reread the boxed text. What impression of Patty Ann do you get from Cammy's reaction to her?



METHOD 4: NARRATOR'S COMMENTS

Sometimes, the narrator directly tells readers what a character is like. As you read this excerpt, think about how you would describe the soldier based on what the narrator tells you about him.

from **The King's Dragon** Short story by Jane Yolen

There was once a soldier who had fought long and hard for his king. He had been wounded in the war and sent home for a rest.

Hup and one. Hup and two. He marched down the long, dusty road, using a crutch.

5 He was a member of the Royal Dragoons. His red-and-gold uniform was dirty and torn. And in the air of the winter's day, his breath plumed out before him like a cloud.

Hup and one. Hup and two. Wounded or not, he marched with a proud step. For the Royal Dragoons are the finest soldiers in the land and—they always obey orders.

Close Read

1. Look at the narrator's comments in the boxed sentences. Which word would you say does not describe the soldier?
 - a. loyal
 - b. lazy
 - c. proud
2. Does the narrator seem to respect the soldier? Explain.

