

ELA: Grade 8, Lesson 5, Point of View

Lesson Objective: Student will use paraphrasing to analyze how the author uses details to convey characterization.

Practice Focus: Today we will analyze how characters' thoughts, feelings, and actions impact the reader by retelling the story from the kid's point of view.

TN Standard: 8.RI.KID.1, 8.RI.KID.2, 8.RI.KID.3, 8.RL.CS.6

Teacher Materials:

- Chart created from previous lesson
- ELA, Grade 8, Lesson 5 Teacher Packet

Student Materials:

- Notebook paper
- Pencil
- Chart created from previous lesson

Teacher Do	Student Do
<p><u>Opening</u></p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 8th graders out there, though everyone is welcome to tune in. This lesson is the fifth in our series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>Today we will be finishing up our conversation about "The Ransom of Red Chief"! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Something to write with• Notebook paper• Chart from the previous lesson <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since we'll be talking about things we learned previously.</p> <p>Ok, let's get started!</p> <p><u>Intro</u></p> <p>Today, we're going to chat a little more about "The Ransom of Red Chief." We're going to talk about the ending, identify what surprised us about our characters, and use the character charts we created to think a little more deeply</p>	

<p>about the impact that they have on us and how we feel about the story. Let's get started.</p>	
<p><u>Teacher Model/Guided Practice</u></p> <p>First let's talk about paraphrasing. We'll start by chatting about what paraphrasing is and why we do it. Paraphrasing is using your own words to express the meaning of a writer or speaker. The key here is that you are using your own words. You probably already knew that, but do you know why we paraphrase? [Pause]</p> <p>Yes indeed, we paraphrase to achieve greater clarity. In other words, if someone is having a hard time understanding the message in an author's or speaker's words, we try to clarify the message by changing the words but not the meaning.</p> <p>I'll demonstrate how I think through this process. Let's look at this quotation.</p> <p>I'm going to ask some guiding questions that might help you think about writing your own paraphrase of the quotation. Be sure to jot down your answer to each question. Here is a quotation from Bill.</p> <p>[Show quotation]</p> <p>"The boy is gone. I have sent him home. All is off. There was martyrs in old times." Goes on Bill, "that suffered death rather than give up the particular graft they enjoyed. None of 'em ever was subjugated to such supernatural tortures as I have been. I tried to be faithful to out articles of depredation, but there came a limit."</p> <p>The first two lines clearly show us that Bill has sent the boy home. But why? Let's paraphrase what Bill is saying here to make it clearer why he sent the boy home. Please make sure you pay attention to the lines that are in bold. They will help you find the answer.</p> <p>The first thing that I'm wondering is, what is a martyr? Remembering then, that I have to make this passage clearer, I'd better first try to figure out the definition of a martyr in the context of this quotation.</p> <p>Read the first line in bold and try to craft a definition of a martyr. - There was martyrs in old times." Goes on Bill, "that</p>	<p>Student, on a sheet of paper, will attempt to paraphrase the quotation as guided by questions to help.</p> <p>Student will continue to work on paraphrasing as questions are asked by jotting down answers and then using them to paraphrase the quotation.</p>

<p>suffered death rather than give up – [Pause]</p> <p>After reading this line, I know that a martyr would give up a lot, perhaps even their life, for something that they believed in.</p> <p>What does this show us about what “the kid” made Bill do? [Pause]</p> <p>Now that I know what a martyr is, and that Bill is comparing himself to one, then I’m thinking that Bill feels like it’s been painful to keep this kid just so they could make some money off of ransom.</p> <p>Finally, Bill says that “none of ‘em ever was subjugated to such supernatural tortures as I have been.” How is Bill really comparing himself to a martyr? [Pause]</p> <p>If a martyr is willing to die for a cause, and Bill says that it’s worse than even what they go through, then Bill is saying that he is the subject of tortures that are worse than death.</p> <p>What might Bill mean by saying “there came a limit?” [Pause]</p> <p>I think you’re right. He tried hard to go through with the plan, but he just couldn’t take all of the torture anymore.</p>	
<p><u>Guided Practice</u></p> <p>So, after answering all of those questions, I’m going to give you a few minutes to paraphrase the quotation. Remember, it has to be in your own words and it has to be clearer to you and your readers than the original. [Pause to let students work]</p> <p>Here’s what I said. Remember that your paraphrase of the quotation doesn’t have to exactly match mine.</p> <p>I wrote that Bill said, “There are examples of people in history who were willing to die for what they wanted, but none of them had to experience the amount of torture that I had to deal with from the kid. I tried to stick with the plan, but I just couldn’t take it anymore. I just had to let the kid go.”</p> <p>Next, let’s talk about point of view and perspective. Remember that our perspective is shaped by the point of view that the author decides to take, or through whose eyes</p>	<p>Student paraphrases the quotation.</p> <p>Student should follow along while teacher is reading their paraphrase, along with referring to the passage to show how the paraphrase matches the quotation.</p>

<p>we are seeing the story. O. Henry chose to write the story through the eyes of one of the kidnappers.</p> <p>If you have your character chart that we created in the previous lesson, please pull it out. If you don't, that's ok because we will work on this together.</p> <p>First, look back over the emotions of the characters listed on your chart. What kinds of emotions would you say the kidnappers primarily have? [Pause]</p> <p>Yes, I would say that they are primarily negative. Their emotions range from being totally scared to being frustrated.</p> <p>What would you say were some of the emotions that "the kid" experienced and were they primarily negative or positive? [Pause]</p> <p>I agree! They were primarily positive. He was having a great time. He acted as if he was camping with friends.</p> <p>With all of that in mind, think about how your perspective of the experience was shaped by the point of view of the kidnappers.</p> <p>Would you say that it was a positive or negative experience for them? [Pause]</p> <p>Most definitely negative. The interesting part though, is we only think this because we saw it from the point of view of the kidnappers.</p> <p>Now, let's allow our perspective to be shaped by allowing "the kid" to be our narrator.</p> <p>How do you think that would change our perspective of the story? [Pause]</p> <p>Awesome! The whole experience would seem a lot more fun, wouldn't it? So as we go through this unit remember our little conversation about point of view and perspective. We're going to revisit as we continue to read other great pieces of fiction and informational text!</p>	
<p><u>Independent Practice</u></p> <p>To end out the day today, I would like you to take some time to think more deeply about what the story would be like if</p>	<p>Students will retell the narrative using the point of view of "the kid."</p>

told from the point of view of “the kid.” As “the kid,” retell what happened to you in the story. Remember, you are trying to shape your reader’s perspective based on “the kid’s” point of view. You can use your character analysis sheet to help you.	
<u>Closing</u> Well, ladies and gentlemen, I enjoyed learning about point of view and perspective with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!	

English Language Arts Guidebook Units by [the Louisiana Department of Education and LearnZillion](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).

Note to teacher: It has been pointed out that paraphrasing is difficult to teach through any medium, but especially through a no-feedback medium like video. Therefore, if there is time, I’m including another passage that you could use as a think aloud if time permits.

30 I went up on the peak of the little mountain and ran my eye over the contiguous vicinity. Over| toward Summit I expected to see the sturdy yeomanry of the village armed with scythes and pitchforks beating the countryside for the dastardly kidnappers. But what I saw was a peaceful landscape dotted with one man ploughing with a dun mule. Nobody was dragging the creek; no couriers dashed hither and yon, bringing tidings of no news to the distracted parents. There was a sylvan attitude of somnolent sleepiness pervading that section of the external outward surface of Alabama that lay exposed to my view. “Perhaps,” says I to myself, “it has not yet been discovered that the wolves have borne away the tender lambkin from the fold. Heaven help the wolves!” says I, and I went down the mountain to breakfast.

Some guiding questions that I might ask myself if I’m doing the think aloud would be:

- What is yeomanry?
- Now that I know what yeomanry is, how can I tell what their reaction to the kidnapping is?
- How did Sam expect them to react?
- What is an attitude of “somnolent sleepiness”?
- Who are the wolves?

- Who is the sheep?

“The boy is gone. I have sent him home. All is off. **There was martyrs in old times,’ goes on Bill, ‘that suffered death rather than give up the particular graft they enjoyed. None of ‘em ever was subjugated to such supernatural tortures as I have been. I tried to be faithful to our articles of depredation, but there came a limit.’”**

Paraphrase Answer Key

“There are examples of people in history who were willing to die for what they wanted , but none of them had to experience the amount of torture that I had to deal with from the kid. I tried to stick with the plan, but I just couldn’t take it anymore. I just had to let the kid go.”