

COMMON CORE FOCUS

RL 3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Teach

Part 1: Point of View

Point of View Explain that point of view influences how a story is told. Have students imagine that a bank robbery has taken place in their town. Then discuss how each of these participants or onlookers might retell the event:

- the robber
- the driver of the getaway car
- a bank employee who faced the robber
- a customer who witnessed the robbery
- a police officer who pursued the robber
- a local newspaper reporter

Point out that details of the story would vary according to the point of view of the narrator. Ask students which persons might be expected to know the most and the least about the robbery. Then, discuss whose point of view might be more emotional or biased and whose might be more objective.



BEST PRACTICES TOOLKIT—Transparency

Analysis Frame: Character pp. D21, D26

COMMON CORE

Included in this workshop:
RL 3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

When you read a book or watch a movie, you become involved on an emotional level with the characters. Like real people, complex characters can win your sympathy, make your blood boil with anger, get on your nerves, or give you insights into human nature. By asking some pointed questions, you can better understand why you are reacting the way you are. For example, through whose eyes are you experiencing events? Which details are shaping your impression of each character?

Part 1: Point of View

The perspective from which a story is told is called **point of view**. Think of point of view as the lens that a writer chooses for his or her readers to look through. Point of view determines what you learn about the characters and may shape how you feel about them. It also affects the choice of the **narrator**—the voice that tells the story. Knowing a work of fiction’s point of view can help you evaluate the details you receive about characters and plot events.

FIRST-PERSON POINT OF VIEW

The Narrator

- is a main or minor character in the story
- refers to himself or herself as *I* or *me*
- presents his or her own thoughts and feelings
- does not have direct access to the thoughts and feelings of other characters



Impact on the Reader

- Your understanding of characters and events is limited to what this narrator reveals about them.
- You can’t necessarily trust the narrator’s interpretation of events.
- The story seems real, almost as if the narrator were talking to you.

THIRD-PERSON POINT OF VIEW

The Narrator

- is not a character in the story
- may not be an identifiable person but merely a voice that tells the story
- is called **omniscient** if he or she knows the thoughts and feelings of all the characters
- is called **limited** if he or she focuses on the thoughts and feelings of one character



Impact on the Reader

- You are likely to learn more about characters and events than if the story were told by a first-person narrator.
- You might not feel as connected to the characters because the story is told in a less personal way.

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

Note Taking Read aloud the text below “Part 1: Point of View.” Draw a T-chart on the board and label the left side *first-person point of view* and the right side *third-person point of view*. Have students do the same on a piece of paper. As you read the characteristics of a first-person narrator on p. 202, have students take notes under the *first-person point of view* heading. Ask volunteers to share their notes and record information in note form on the

T-chart on the board. Repeat the process for the right side and *third-person point of view*. Ask students to re-read p. 202 and add any missing information to their notes. Encourage students to refer back to their notes as they read the selections in this unit.



MODEL 1: FIRST-PERSON POINT OF VIEW

A first-person narrator allows you to experience events from his or her perspective. Even though you are getting only one view of the action, you often feel as though you are right at the scene. As you read this excerpt, consider how the boy's thoughts affect the way you picture the room.

from GREAT EXPECTATIONS

Novel by Charles Dickens

... I was half afraid. However, the only thing to be done being to knock at the door, I knocked, and was told from within to enter. I entered, therefore, and found myself in a pretty large room, well lighted with wax candles. No glimpse of daylight was to be seen in it. It was a dressing-room, as I supposed from the furniture, though much of it was of forms and uses then quite unknown to me. But prominent in it was a draped table with a gilded looking-glass, and that I made out at first to be a fine lady's dressing-table.

Whether I should have made out this object so soon, if there had been no fine lady sitting at it, I cannot say. In an arm-chair, with an elbow resting on the table and her head leaning on that hand, sat the strangest lady I have ever seen, or shall ever see.

Close Read

1. How does the first-person point of view influence the way you visualize this scene?
2. How do you think this scene would be different if the lady were the narrator?



MODEL 2: THIRD-PERSON POINT OF VIEW

In a story told from the third-person point of view, an outside narrator tells you about the story's characters and events. As you read this excerpt, think about whether the character would describe himself in the same way the third-person narrator does.

from The Chocolate War

Novel by Robert Cormier

The Goober was beautiful when he ran. His long arms and legs moved flowingly and flawlessly, his body floating as if his feet weren't touching the ground. When he ran, he forgot about his acne and his awkwardness and the shyness that paralyzed him when a girl looked his way. Even his thoughts became sharper, and things were simple and uncomplicated—he could solve math problems when he ran or memorize football play patterns. Often he rose early in the morning, before anyone else, and poured himself liquid through the sunrise streets, and everything seemed beautiful, everything in its proper orbit, nothing impossible, the entire world attainable.

Close Read

1. Find an example of a direct comment about the Goober. Then find an example in which the narrator allows you to "see" his thoughts. An example of each has been boxed.
2. Identify a sentence that the Goober probably would not have used to describe himself and his running.

TEXT ANALYSIS WORKSHOP 203

MODEL 1: FIRST-PERSON POINT OF VIEW

Close Read

1. **Possible answer:** You are seeing everything through the boy's eyes and experiencing the eerie scene as he is experiencing it. His fear (line 1) probably influences his perception and description of the scene.
2. **Possible answer:** If you were seeing the scene through the woman's eyes, you might learn her thoughts and feelings about being interrupted by a strange boy at the door. Also, since the woman is in familiar surroundings, she would probably not describe its details as strange or eerie.

MODEL 2: THIRD-PERSON POINT OF VIEW

Close Read

1. **Possible answer:** Direct comment: "His long arms and legs moved flowingly and flawlessly" (lines 1–2). Narrator allows you to see Goober's thoughts: "He could solve math problems when he ran" (lines 5–6).

If students need help . . . Have students compare the two boxed examples. Note that the first boxed example is a comment, and the second uses the verb *forgot* to signal inner thoughts and feelings.

2. **Possible answer:** The Goober probably wouldn't have written the first sentence to describe himself: "The Goober was beautiful when he ran."

FOR STRUGGLING READERS

Comprehension: Story Elements Write these story elements on the board and have students identify them by analyzing the first three sentences of the excerpt from *Great Expectations*:

Narrator: *a boy*

Main Character: *the narrator*

Setting: *large, candle-lit room*

Other Characters: *a woman in the room*

FOR ADVANCED LEARNERS/PRE-AP

Analyze Point of View Have students read the workshop independently. Assign previously read selections to individuals. Direct students to identify and describe the points of view of the narrators in their assigned selections and to tell how these points of view affect what the reader learns.

Online Remediation



Are your students struggling with text analysis skills? Consider assigning them one or more **Level Up Online Tutorials** as remediation before beginning this unit. Log in to thinkcentral.com to view a list of the skills addressed by **Level Up**.

Part 2: Character Traits and Motivation

Character Traits Before reading the page, write the word *traits* on the board and record students' ideas about possible meanings. Then, ask students to recall memorable or complex characters from selections they have read and to describe the characters' traits—what the characters were like.

Explain that an author may directly identify a character's traits but that most characterization is indirect. The author reveals characters through methods such as appearance, words, thoughts, actions, and other characters' thoughts and actions.

Methods of Characterization After discussing the chart with students, read each example and have students identify the method.

- She arrived in a crisp white T-shirt and pressed jeans. *physical appearance*
- Alberto spoke in a booming voice accompanied by dramatic gestures. *speech, thoughts, and actions*
- Jenny had a multitude of friends in her orbit, all of them vying for her time. *other characters*

Invite volunteers to generate their own sample sentences or phrases, and have the class identify the method.

CHECK UNDERSTANDING

Have students name three or more character traits.

Part 2: Character Traits and Motivation

Authors develop complex and believable characters through a range of devices that reveal the characters' traits and sometimes conflicting motivations. By analyzing these traits and motivations, you can determine how the characters advance the story's plot or develop the theme.

CHARACTER TRAITS

You have probably encountered characters who are athletic, shy, arrogant, or wise—words you might also use to describe people in your life. These words are descriptions of **character traits**, or qualities shown by characters. Sometimes a narrator directly identifies a character's traits, but more often, traits are revealed through indirect methods of characterization. This means that a writer *shows* you a character without telling you what kind of person he or she is. Using the clues in the text, you must form your own impression.

METHODS OF CHARACTERIZATION	EXAMPLES
 <p>1. PHYSICAL APPEARANCE Descriptions of the character's</p> <ul style="list-style-type: none"> • clothing • physical characteristics • body language and facial expressions • gestures or mannerisms 	<ul style="list-style-type: none"> • A character who usually wears unmatched socks and stained shirts might be described as slovenly. • If a character is always smiling and making eye contact with others, you might infer that she is warm or friendly.
 <p>2. SPEECH, THOUGHTS, AND ACTIONS Presentation of the character's</p> <ul style="list-style-type: none"> • speech patterns • habits and tastes • talents and abilities • interaction with others 	<ul style="list-style-type: none"> • A character who speaks so quietly that others can't hear might be described as timid. • You might infer that a character who repeatedly misses softball practice without telling the coach is irresponsible or unreliable.
 <p>3. OTHER CHARACTERS Presentation of other characters'</p> <ul style="list-style-type: none"> • reactions to the character • relationships with the character • impression of the character's reputation • traits that contrast with the character's traits 	<ul style="list-style-type: none"> • If a character's girlfriend describes him as a "no-good lying jerk," you might infer that he is insensitive and dishonest. • If people often confide their troubles to a character, you might conclude that she is trustworthy.

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

Note Taking For those students who need help, hand out the note-taking copy master for this page. Read this page. Assist students in completing the copy master as needed.

 **RESOURCE MANAGER—Copy Master**
Note Taking p. 10

FOR ENGLISH LANGUAGE LEARNERS

Classification Chart Use a Classification Chart to show the difference between direct and indirect characterization. Label the first column *Direct* and the second column *Indirect*. In the first column, write "tells traits." In the second column, list "appearances"; "speech, thoughts, and actions"; and "other characters." Have students summarize the diagram.

 **BEST PRACTICES TOOLKIT—TRANSPARENCY**
Classification Chart p. B17

**MODEL 1: PHYSICAL APPEARANCE**

Whether it is accurate or not, your first impression of a character may be based solely on his or her appearance. As you read this excerpt, consider how the narrator's description of her unique wardrobe affects your impression of her. How would you describe the narrator to others?

from **Life Without *Go-Go* Boots**

Personal essay by **Barbara Kingsolver**

... In fifth grade, when girls were wearing straight shifts with buttons down the front, I wore pastel shirtwaists with cap sleeves and a multitude of built-in petticoats. My black lace-up oxfords, which my parents perceived to have orthopedic value, carried their own weight in the spectacle. I suspected people
5 noticed, and I knew it for sure on the day Billy Stamps announced to the lunch line: "Make way for the Bride of Frankenstein."

Close Read

1. What do you learn about the narrator's traits from her own description of how she dresses? Find two details that reveal these traits.
2. Identify one trait that is revealed through Billy Stamps's reaction to the narrator.

**MODEL 2: SPEECH, THOUGHTS, AND ACTIONS**

In this excerpt from the novel *To Kill a Mockingbird*, the writer creates a distinct portrait of Miss Maudie by showing her in action. As you read, think about how the writer reveals Miss Maudie's personality.

from ***To Kill a Mockingbird***

Novel by **Harper Lee**

Miss Maudie hated her house: time spent indoors was time wasted. She was a widow, a chameleon lady who worked in her flower beds in an old straw hat and men's coveralls, but after her five o'clock bath she would appear on the porch and **reign over the street in magisterial beauty**.

5 She loved everything that grew in God's earth, even the weeds. With one exception. If she found a blade of nut grass in her yard it was like the Second Battle of the Marne: she swooped down upon it with a tin tub and subjected it to blasts from beneath with a poisonous substance she said was so powerful it'd kill us all if we didn't stand out of the way.

Close Read

1. What do you learn about Miss Maudie in this excerpt? Describe her as completely as you can.
2. Miss Maudie is both elegant and energetic. Which details in the text reveal these traits? One has been **boxed**.

TEXT ANALYSIS WORKSHOP 205

MODEL 1: PHYSICAL APPEARANCE**BACKGROUND**

Go-go boots were popular in the 1960s, the time period described in Kingsolver's essay. These white, tight-fitting, calf-high boots were worn by dancers on afternoon discotheque shows on television and were quickly adopted by teenagers. These boots are in stark contrast to the black lace-up oxfords worn by the narrator.

Close Read

1. **Possible answer:** The narrator was probably unpopular and embarrassed by her wardrobe, which was very different from that of the other girls. Details that reveal these traits: "when girls were wearing... I wore..." Her self-consciousness and embarrassment are conveyed when she says that her oxfords "carried their own weight in the spectacle."
2. **Possible answer:** Billy Stamps's reaction to the narrator confirms that the narrator was considered strange by the other students and subject to their ridicule.

MODEL 2: SPEECH, THOUGHTS, AND ACTIONS**Close Read**

1. **Possible answer:** Miss Maudie hates the indoors. She has two sides: the rumpled gardener (lines 2–3) and the regal lady of the neighborhood (line 4). She loves all growing things except nut grass, which she exterminates mercilessly (lines 5–8).
2. **Possible answer:** Details that reveal her elegance: "magisterial beauty" (line 4); details that reveal her energy: "time spent indoors was time wasted" (line 1); "she swooped down upon it" (line 7).

FOR STRUGGLING READERS

Draw the Contrast To help students comprehend the passage in Model 1, have them work in pairs to illustrate what girls wore and what the narrator wore. You may need to explain terms such as *shifts*, *shirtwaists*, *cap sleeves*, and *petticoats*. Have them point out the differences between the two styles.

Practice and Apply

CHARACTER MOTIVATION

Character Motivation Use a three-column chart such as the one below to explore character motivation in a selection that students have previously read.

Action	Motivation	Clues
Scout fights at school.	A boy insults her father.	She is devoted to her father.

Close Read

- Possible answer:** The narrator's birth filled the parents with ambition and a desire to get ahead in the world.
- Possible answer:** The mother was motivated by stories of historical figures who rose from poverty to greatness. She thinks that her child will have more opportunities as the son of a businessman rather than as the son of a farmer (lines 9–10).

CHECK UNDERSTANDING

Have students think of a character in a book or film they have read or seen recently and describe the character's motivation.

CHARACTER MOTIVATION

Why does a character move across the country, steal money from a friend, go to war, or live alone on a mountaintop? Figuring out a character's **motivation**—the reasons behind his or her actions—is a key part of understanding the character. Love, hate, vengeance, ambition, and desperation are some of the emotions that drive characters' behavior. Sometimes a writer will directly tell you about a character's motivation, but more often you must look for details in the story that reveal the motivation. As you read any story, consider the following clues:

- the narrator's direct comments about a character's motivation
- the character's actions, thoughts, feelings, values, and interactions with other characters
- hints about internal conflicts that may motivate the character
- your own insights into human behavior

In the following excerpt, why does the mother persuade her husband to make some changes? As you read, use the clues in the text to uncover the mother's motivation.

from **THE EGG**

Short story by Sherwood Anderson

It was in the spring of his thirty-fifth year that father married my mother, then a country school-teacher, and in the following spring I came wriggling and crying into the world. Something happened to the two people. They became ambitious. The American passion for getting up in the world took possession of them.

5 It may have been that mother was responsible. Being a school-teacher she had no doubt read books and magazines. She had, I presume, read of how Garfield, Lincoln, and other Americans rose from poverty to fame and greatness, and as I lay beside her . . . she may have dreamed that I would some day rule men and

10 cities. At any rate she induced father to give up his place as a farmhand, sell his horse, and embark on an independent enterprise of his own. . . . For herself she wanted nothing. For father and myself she was incurably ambitious.

Close Read

1. How does the narrator's birth change his parents?
2. Reread the boxed text. What does it tell you about the mother's motivation for convincing her husband to give up farming?

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

Vocabulary Support Introduce these terms from "The Egg." Have students read the context for each word and suggest a synonym to replace it:

- *presume* (line 7), "assume," "guess"
- *induced* (line 10), "caused"
- *embark on* (line 11), "begin," "start"
- *enterprise* (line 11), "business," "undertaking"
- *incurably* (line 12), "hopelessly"

Concept Support To help students gain familiarity with the terms *motivate* and *motivation*, list the following the board:

- greed
- love of family
- being fired from a job
- peer pressure

Have students suggest an action or word for each emotion or situation that could cause someone to become motivated.

Part 3: Analyze the Text

Use what you've just learned about point of view, character traits, and motivation to analyze this excerpt from a novel about Hana, a Japanese woman who comes to the United States in the early 20th century. In the excerpt, some neighbors visit the new home of Hana and her husband, Taro. As you read, notice how the writer reveals Hana's and Taro's personalities. How does the choice of the narrator shape your understanding of the scene?

from **Picture Bride**

Novel by Yoshiko Uchida

The men glanced around the living room which Hana had taken great pains to decorate properly. A new flowered rug lay on the floor, and fresh white curtains that Kiku had helped Hana sew hung at the windows. The first tight buds of the flowering peach in their yard had begun to swell, and knowing there would be callers, Hana had arranged a spray on the mantel.

5 “We’ll come right to the point,” a tall red-headed man said without bothering to sit down. “There’ve been some complaints from the neighborhood about having Japanese on this block.”

Taro caught his breath. “I see. Can you tell me who it was that

10 complained?”

“Just some of the neighbors.”

“What is it we have done to offend them?”

“Well, nothing specific.”

Taro looked at each of the men in turn and tried to keep his voice steady.

15 “Gentlemen,” he began. “My wife and I looked many, many months to find a home where we might raise our daughter. When the owner said there would be no objection to our moving in here, we trusted him. It was a dream come true for us. We have already spent much time and money to make this house our home. And now, you would ask us to leave?”

20 Taro dared not stop before he finished all he wanted to say. “I should like to meet those neighbors who object to us,” he said. “Is it any of you gentlemen?”

The men looked uncomfortable. “We’re just here to represent them.”

25 “Then please invite them to come talk to me. If they can tell me why we aren’t desirable or why we do not deserve their respect, I shall consider their request. I am the proprietor of Takeda Dry Goods and Grocers on Seventh Street and I would be happy to have them visit my shop as well.”

The men glanced uneasily at one another and had nothing more to say.

Close Read

1. From which point of view is this story told? Explain how you know.
2. What do you learn about Hana’s traits from the description of the room in lines 1–5?
3. What kind of people are the men in Taro’s and Hana’s home? Find two details that reveal their traits. An example has been boxed.
4. Reread lines 14–19 and 23–26. What is Taro’s motivation for bravely speaking his mind? Explain what his words tell you about his character.
5. How would the story be different if Taro were the narrator?

TEXT ANALYSIS WORKSHOP 207

Part 3: Analyze the Text

Close Read

1. **Possible answer:** The story is told from the third-person omniscient point of view: the narrator is not a character in the story; the reader knows the thoughts of Taro, Hana, and, arguably, the men.
2. **Possible answer:** Hana is meticulous, enjoys decorating her home, takes pride in it, and is eager to impress visitors.
3. **Possible answer:** The men are rude, disrespectful, abrupt, prejudiced, possibly unable to be direct about their own issues, and unprepared for a confrontation. Supporting details: lines 6–8, 22, and 27.
4. **Possible answer:** Taro is motivated by the wish to stay in his home and by pride. Also, he was assured that he would have no problems moving into this neighborhood. He is proud, straightforward, hardworking, and frustrated by the situation.
5. **Possible answer:** If Taro were the narrator, readers might learn more about his inner reactions to the men entering his house and gain insight into his thoughts and feelings about the men’s request.

Assess and Reteach

Assess

Have students identify what motivates the main characters in *Picture Bride*. Also have them identify the narrator and reflect on what he or she knows about the characters, their thoughts, and their motivations.

Reteach

For students who are unable to apply the workshop skills to the excerpt from *Picture Bride*, select from these reteaching options.

- Review the note-taking copy masters for this lesson. Have students choose one skill and explain it to a partner.
- Name a story the class has read recently. Have students identify the narrator, the point of view, and details that show the main character’s traits and motivation.

FOR STRUGGLING READERS

Analysis Support: Character Traits

1. Draw a three-column chart with the heads *Taro*, *Hana*, and *The Men*. Write these sideheads: *Words*, *Actions*.
2. Have students work in pairs to list the characters’ words and actions and the traits they reveal.
3. Discuss what students know about the main characters in this excerpt. Ask from whose point of view the story is told.

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary: Idioms Help students use context clues to determine the meanings of these idioms in the story:

- *great pains* (line 1), “a lot of effort”
- *come right to the point* (line 6), “speak directly”
- *caught his breath* (line 9), “stopped breathing for a second”