Grade 5: Module 4: Unit 2: Lesson 2

Analyzing Point of View: Inferring about the Natural Disaster in *Eight Days*
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
<th>SL.5.1</th>
<th>RL.5.6</th>
<th>W.5.2</th>
<th>W.5.9a</th>
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### Supporting Learning Targets

- I can effectively engage in discussions to infer the meaning of a text.
- I can describe how Junior’s point of view influences his description of events in *Eight Days*.

### Ongoing Assessment

- Independent reading
- Group discussion
- Groups’ literary analysis essays
1. Opening
   A. Homework Review (5 minutes)
   B. Engaging the Reader (5 minutes)

2. Work Time
   A. Discussion: Analyzing How the Narrator’s Point of View Influences the Description of Events (10 minutes)
   B. Shared Writing: Analyzing How the Narrator’s Point of View Influences the Description of Events (35 minutes)

3. Closing and Assessment
   A. Exit Ticket (5 minutes)

4. Homework
   B. Read your independent book and determine the narrator’s point of view in this text. Find two or three quotes that you think demonstrate how this point of view influences the description of an event in the story. Mark these quotes with an evidence flag.

This lesson is the second in a series of three that focus on inferring about the human experience of natural disasters through analysis of the text *Eight Days: A Story of Haiti.*

In the previous lesson, students read the text for the gist, began discussing and inferring about events in the text, and then moved on to take notes and gather quotes for this lesson’s deeper analysis of the narrator’s experience. This lesson focuses on how the narrator’s point of view influences how events are described (RL.5.6) in the story. Then in Lesson 3, students will continue their analysis of the text by examining figurative language (L.5.5) and images in the text (RL.5.7). Students use this deeper analysis of the text to develop a response to the unit’s guiding question: “What can literature about natural disasters teach us about their impact on the people who experience them?”

In this lesson, students work with their groups to collaborate in writing an essay with guidance from the teacher. This provides a scaffold for students in learning to write a literary analysis. Later, in Lessons 4 and 5, students will individually write their own literary analysis essay. If your students do not need this scaffold, consider allowing them to collaboratively plan their essays but individually write them in this lesson.

This lesson also references the term *thesis statement,* first introduced in Module 2B. If the A Modules were used with your class, consider allowing more time to discuss the meaning of this term with students (see Module 2B Lesson 8 for reference).

If you think your students will struggle with collaborative writing in groups of four, have them write with a partner in their group instead.

In advance:
- Post each group’s Analysis Notes for *Eight Days* anchor charts from Lesson 1 around the room for groups to refer to in Work Time A.
- Prepare the Literary Analysis Criteria anchor chart (see supporting materials).
- Review: Fist to Five protocol in Checking for Understanding techniques (see Appendix).
<table>
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<th>Lesson Vocabulary</th>
<th>Materials</th>
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| point of view, influence, description, events, analyze, exemplar, thesis statement | • Independent reading book (from Lesson 1 homework)  
• What Do We Know about Natural Disasters? anchor chart (begun in Unit 1)  
• Unit 2 guiding question (posted in Lesson 1)  
• Journals (students’ own from Unit 1)  
• *Eight Days: A Story of Haiti* (book; one per student)  
• Group Norms anchor chart (from Module 3A, Unit 3)  
• Literary Analysis task card (one for display)  
• Document camera or overhead projector  
• Analysis Notes for *Eight Days* anchor charts (one for display, begun in Lesson 1; plus students’ own from Lesson 1)  
• Literary analysis exemplar about *Esperanza Rising* (one for display)  
• *Esperanza Rising* (book; from Module 1; one for display)  
• Literary Analysis Criteria anchor chart (new; teacher-created)  
• Sheet of lined paper (one per student for exit ticket)  
• Evidence flags (three per student)  
• Example literary analysis essay about *Eight Days* (for teacher reference) |
**GRADE 5: MODULE 4: UNIT 2: LESSON 2**

**Analyzing Point of View:**
Inferring about the Natural Disaster in *Eight Days*

### Opening

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<td>Students who struggle with language may be reluctant to share aloud voluntarily. Consider beginning the share with those students and warn them that they will start the sharing; this will give them an opportunity to prepare their statement.</td>
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<td><strong>A. Homework Review (5 minutes)</strong></td>
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<td>• Ask students to take out their independent reading book with evidence flags they completed for homework.</td>
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<tr>
<td>• Focus students’ attention on the What Do We Know about Natural Disasters? anchor chart (from Unit 1) and the posted Unit 2 guiding question. Cold call students to share out the evidence they marked to add to the anchor chart. Record their ideas.</td>
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| B. Engaging the Reader (5 minutes) |
| • Remind students that in Unit 1, they built some background knowledge about what natural disasters are, as well as the positive and negative impacts that extreme natural events can have on people and the environment, and that their focus in this unit is on reading literature set in a time and a place where a natural disaster is occurring in order to consider how it affects humans. |
| • Ask students to think about, then pair to share: |
| * “What were we able to learn about the impact that the earthquake in Haiti had on humans or the environment from Junior’s description of events in *Eight Days*?” |
| • Invite students to share their partner’s response whole group. Listen for ideas such as: “Earthquakes frighten people,” “They trap people,” “Homes are destroyed,” “Families are separated,” “People are injured,” etc. |
| • Tell students that in order to more fully understand the impact these extreme natural events can have on humans, they will continue to analyze *Eight Days* and focus on describing how the narrator’s point of view influences the way the natural event is described. |
A. Discussion: Analyzing How the Narrator’s Point of View Influences the Description of Events (10 minutes)

- Direct students to gather their journals and the book Eight Days and then join their groups from Lesson 1.
- Introduce today’s learning targets:
  * “I can effectively engage in discussions to infer the meaning of a text.”
  * “I can describe how Junior’s point of view influences his description of events in Eight Days.”
- Tell students that the first learning target is the same as the one in the previous lesson and that they will continue to practice discussing the text using the class Group Norms anchor chart.
- Ask students to focus on the second learning target and think about what they recall about first person versus third person point of view. Invite several students to share their thinking aloud. Listen for:
  * “First person uses the pronouns ‘I, me, and we,’” “Usually it’s the main character,” “It’s told from the narrator’s own view,” and “We only hear, see, or know what the narrator shares or describes.”
  * “Third person uses the pronouns ‘he, she, and they,’” and “It tells many characters’ views and feelings—what they hear and see.”
- Solidify students’ understanding of first versus third person by providing a simple example such as: “If I describe what I did this morning, it is first person; but if I describe what my friend Al did this morning, then it is third person.”
- Explain that a narrator’s point of view can also be thought of as his perspective, or the way he describes what he sees, hears, or feels, and his actions.
- Ask the class to think about what the word influence means in this context. Invite several students to share their thinking aloud. Listen for: “Have an effect on how events are described,” “impact,” or similar ideas.
- Ask the class what the word description means in this target. Cold call several students to share out and listen for ideas like: “The way something is explained or described.”
- Ask the class to consider what the word events means. Cold call several students to share their definitions aloud. Listen for: “Something important that happens,” “An occurrence, especially one of importance,” or “Events occur in certain places, during certain times (setting).”
- Direct students to quickly look back at page 1 of Eight Days to determine:
  * “Is this story told from a first person or third person point of view?”
- Ask students to show either one or three fingers to demonstrate which. Look for students to show one finger, then cold call a few students to share out the details they used to help them decide. Listen for: “The pronouns ‘I’ and ‘my,’” “Description of only his own feelings,” or similar examples.

Meeting Students’ Needs

- Chart and post the differences between first and third person on a Point of View anchor chart for students to refer to throughout the unit.
- Write synonyms or short phrases above the academic words in learning targets for students to refer to during the lesson.
- Consider giving students who struggle with writing from displayed or projected text their own Literary Analysis task card.
- Consider allowing students who struggle with writing to dictate their responses to the task card to a peer or teacher.
Analyzing Point of View: Inferring about the Natural Disaster in *Eight Days*

**Meeting Students’ Needs**

- If students struggle with this evidence-based discussion, consider looking for a group of students during the discussion who can model a discussion for the rest of the class.
- Some students may struggle with understanding how point of view influences description of events. Consider holding this discussion whole group, so you can provide significant scaffolding, and so students who grasp this concept can model for their peers. Consider providing the following question to further scaffold students: “If this story were told from Junior’s mother’s point of view, how might the events in the story be described differently?”

**Work Time (continued)**

- Explain that authors choose to tell stories from particular points of view, or perspectives, because it helps them convey an “experience” to the reader through the use of a narrator who describes and emphasizes certain details and emotions associated with a major event. Say: “The narrator is created by the author to tell the story, and the narrator’s point of view influences how the event is described.”
- Display the **Literary Analysis task card** using a **document camera**. Review the focus question and Step 1 on the task card. Remind students of the discussion norms. Then read the focus question aloud:
  
  * “How does the narrator’s point of view in this story influence how the events in the story are described?”

- Ask students to discuss this question with their group and refer to their **Analysis Notes for Eight Days anchor charts** (from Lesson 1) and the text for evidence. Circulate and listen to groups’ conversations. Support groups in referring to evidence on their Analysis Notes for *Eight Days* anchor charts to support their discussion. Listen for groups to discuss that because the first-person narrator is a young imaginative boy, this influences his description of events (some of the events he describes are real, and others are imaginary). Give students 5 minutes for discussion.

- Focus groups’ attention and cold call students to share their group’s responses to the question. If necessary, prompt with questions like:
  
  * “What specific details and language from the text are used to describe what is happening (events)?”
  * “Is there a pattern to Junior’s description of events? Do you see any repetition of language?”

- Listen for: “Throughout most of the story, Junior imagines he is playing in everyday places he is familiar with,” “He ‘plays in his mind,’ meaning he uses his imagination,” “He thinks about doing his favorite things with family and friends instead of thinking about being trapped under his house,” or similar ideas.
- Emphasize that some of the events Junior describes are real and others are imagined. Call on a few volunteers to share examples of each. Listen for examples like: “Junior’s description of being interviewed is realistic,” “His description of flying a kite with Oscar is imaginary,” “His description of Oscar and him playing soccer is imaginary, but his description of Oscar not waking up is real.”
### Work Time (continued)

**B. Shared Writing: Analyzing How the Narrator’s Point of View Influences the Description of Events (35 minutes)**

- Focus students on the second step of the Literary Analysis task card. Read the step aloud and underline the word *exemplar*. Explain that this word means a strong model or example of something that helps someone improve his or her own work. Tell them that in this case, the exemplar is a literary essay about the narrator’s point of view in *Esperanza Rising*.

- Ask students to think then discuss in groups what the phrase *literary analysis* means. Cold call students to share whole group. Listen for: “Writing that analyzes a piece of literature,” “Study of a narrative through writing,” or similar ideas.

- Tell students that a literary analysis helps readers reflect deeply on the meaning of a piece of literature. In this case, students will be focusing their literary analysis on how a narrator’s point of view influences the description of events in a story. Tell students that seeing a model will help them figure out what this means exactly.

- Display the *literary analysis exemplar about Esperanza Rising*. Point out and read aloud the focus question at the top and explain that this focus question is almost identical to the one they will use for *Eight Days*.

- Ask students if they recall what the narrator’s point of view was in *Esperanza Rising*. Refresh their memories by reading the first paragraph of the text. Point out words and phrases that show that the book is told from the third person perspective (e.g., she, Esperanza). Tell students that in this book, the point of view is limited because it shares only Esperanza’s thoughts, not those of other characters. Explain that in order to answer the focus question, the writer of this essay had to think about how having the story written in the third person and sharing only Esperanza’s thoughts influenced how events in the story were described.

- Tell students that you will read the exemplar essay aloud to them and that you would like them to notice how the essay answers the focus question.

- Read the first paragraph aloud and then ask:
  - “What did you notice about this first paragraph? What does it include?”

- Listen for: “It introduces the book and author,” “It gives a brief summary of the book,” “It shares the narrator’s point of view,” and “It tells what the essay will be about.”

- Read the second paragraph aloud and then ask:
  - “What did you notice about the body of this essay? What does it include?”

- Listen for: “It gives examples of how the narrator describes Esperanza’s thoughts” or “It explains how Esperanza’s perspective changes and give quotes from the book as evidence.”

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**Meeting Students’ Needs**

- For students who struggle with determining the strengths of the literary analysis exemplar, consider providing a copy for each student with some students receiving versions that have criteria highlighted. This would provide clues for the students to notice as they read.

- Consider color-coding the literary analysis exemplar to match the criteria. This will help students see where the criteria are featured in the exemplar. To further support students, have them find these criteria in their groups and highlight them with their own copies of the exemplar, then share out as an entire class.
## Work Time (continued)

- Read the conclusion paragraph aloud and then ask:
  
  * “What did you notice about this concluding paragraph? What does it include?”

- Listen for: “It restates what the essay was about” and “It sums up how Esperanza’s character changed.”

- Display the **Literary Analysis Criteria anchor chart** for all students to see, and point out that much of what they noticed in the exemplar is featured as criteria on this chart. If necessary, go back and highlight or color-code all of the criteria on the exemplar with students and review the meaning of the term *thesis statement* (a statement that articulates the main idea of a piece).

- Focus students’ attention on Steps 2–4 of their Literary Analysis task card. Review these steps with students. If you deem that students are ready, have them complete these steps with their groups and circulate to support them. If you feel the class will need more support with each step, have students work in groups and then share with the class after each step. For even greater support, have students discuss each step and then conduct the assignment as a whole-class shared writing of the essay, with students offering suggestions after their small groups discuss each step.

- As time allows and groups complete their essays, ask them to share their essays with another group and think about one “star” (compliment) they would give, based on the criteria listed on the anchor chart.

- Collect essays for giving feedback (see teaching note below).

## Meeting Students’ Needs

- Consider providing sentence stems or a graphic organizer for students who may need more scaffolding toward writing their literary analysis essays. The graphic organizer may include boxes for the introduction, body, and conclusion portions of the essay.

- If time does not permit students to finish their literary analysis, split this lesson into two parts, with students completing Steps 2 and 3 of the Literary Analysis task card in the first part and Steps 4 and 5 in the second part.
## Closing and Assessment

**A. Exit Ticket (5 minutes)**

- Bring students together whole group. Ask them to respond to the following question on a sheet of lined paper as an exit ticket:
  * “What did you find helpful in analyzing how the narrator’s point of view influences the description of events? What was difficult about this task?”

- Give students a few minutes to reflect in writing. Then read each learning target aloud and ask students to use the Fist to Five protocol to demonstrate their mastery toward each target. Note students who show a three or lower, as they may need more support.

- Distribute three evidence flags to each student and review homework.

## Homework

- Read your independent book and determine the narrator’s point of view in this text. Find two or three quotes that you think demonstrate how this point of view influences the description of an event in the story. Mark these quotes with an evidence flag.

  **Note:** Read students’ exit tickets and review groups’ essays to determine what further support students may need in Lessons 4 and 5. Give groups feedback on their essays based on the literary analysis criteria. Students will examine this feedback in Lesson 5 to set goals for work on their next essay. For reference, see example literary analysis about Eight Days (for teacher reference) in the supporting materials of this lesson—note that this material will also be needed in Lesson 5.

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## Meeting Students’ Needs

- To further support students in reflecting, consider allowing them to first discuss the prompt with a partner before completing their exit ticket.

- Provide an audio recording of independent reading books for students who struggle with reading independently.

- Consider allowing students who struggle with determining evidence to find two pieces of evidence instead of three.
Grade 5: Module 4: Unit 2: Lesson 2
Supporting Materials
Focus Question: “How does the narrator’s point of view in this story influence how the events in the story are described?”

1. Talk with your group about the above question. Refer to your Analysis Notes and point out evidence from the text that supports your response to the question. Be sure to follow discussion norms. Do not move on to the next step until prompted by the teacher.

2. Prepare to write a short essay in response to the above question. Refer to the exemplar and your group’s Analysis Notes. Discuss with your group members what you would like to include in your group’s literary essay.
   - What will your thesis statement be?
   - What examples from the text will you use to support your thesis statement?

3. Begin writing your essay. As a group, write an introduction paragraph. Refer to the Literary Analysis Criteria anchor chart and continue to refer to the exemplar. Discuss with group members how you will include the following criteria in your introduction:
   - Name of story and author
   - The story’s point of view: WHO is the narrator?
   - WHERE does the story take place and a brief summary of WHAT the story is about
   - A THESIS STATEMENT that explains how the narrator’s point of view influences how these events are described

4. Write the body of your essay. What details and quotes from your group’s Analysis Notes support the thesis statement? Continue to refer to the exemplar and the Literary Analysis Criteria anchor chart and discuss with group members how you will include the following criteria in your body:
   - QUOTES from the text used as evidence
   - TRANSITIONS (words and phrases)

5. Write your conclusion. Be sure to restate your thesis statement and give your essay a sense of closure.
Focus Question: How does the narrator’s point of view influence how events are described in the novel *Esperanza Rising*?

The novel *Esperanza Rising*, by Pam Munoz Ryan, is about a 13-year-old girl named Esperanza who lives a life of privilege on her family’s ranch in Aguascalientes, Mexico. Esperanza’s life changes drastically when her father is killed and she, her mother, and their servants must flee to California during the Great Depression of the 1930s. The story is told from the third person perspective but only includes Esperanza’s thoughts and not those of other characters. This point of view influences how events in the novel are described, and these descriptions allow readers to understand how Esperanza changes over the course of the novel.

When Esperanza arrives in California, she begins her life as a poor farmworker. This is very different from her life in Mexico as the daughter of a rich rancher. The narrator describes her thoughts so readers can see her perspective and how it changes from when she first arrives in California to the end of the novel. For example, when she first sees where she will stay on the farm in California, the narrator describes her thoughts: “She couldn’t help but think that they weren’t even as nice as the servants’ cabins in Aguascalientes.” Over course of the novel, Esperanza experiences many hardships living in California, and this changes her perspective. At the end of the novel, the narrator describes Esperanza’s thoughts about the future: “She soared with the anticipation of dreams she never knew she could have, of learning English, supporting her family, of someday buying a tiny house.” She has become more grateful for what she has and dreams about the future instead of dwelling on the past.

The third-person point of view in this novel influences how the narrator describes the events of the novel and Esperanza’s thoughts and reactions to these events. These descriptions allow readers to deeply understand Esperanza’s experience and see how she transforms from innocent and a bit spoiled at the beginning of the novel to grateful and compassionate by the end.
Literary Analysis Criteria

Include:

• Name of story and author
• The story’s point of view: WHO is the narrator?
• WHERE does the story take place and a brief summary of WHAT the story is about
• A THESIS STATEMENT that explains how the narrator’s point of view influences how these events are described.
• QUOTES from the text used as evidence
• TRANSITIONS (words and phrases)
• CONCLUSION that sums up your analysis
Example Literary Analysis Essay about *Eight Days*  
(For Teacher Reference)

*Note: This is an exemplary model of a literary analysis essay. Look for your students’ work to include key elements listed on the Literary Analysis Criteria anchor chart.*

The book *Eight Days: A Story of Haiti* by Edwidge Danticat is about a young boy named Junior who was trapped under his house for eight days after an earthquake destroys his home in Haiti. The story is told in the first-person point of view from Junior’s perspective. He is a brave young boy who uses his imagination to help deal with missing his family and the death of his friend Oscar. This point of view influences his description of the disaster.

For example, the story begins a day after Junior is rescued, and he is being interviewed about how he felt and what he did while he was trapped. Junior tells the reporters the following facts: “I was brave I told them, but when the earth shook again and again, I was afraid.” “But in my mind I played.” He goes on to describe what he imagines on each day he was trapped. He describes playing with his friend Oscar, who was trapped with him: “I flew my kite. And my best friend, Oscar, who was with me when the house fell, flew his kite too.” He also describes how sad he was when Oscar dies: “He never woke up. That was the day I cried.” In addition, he describes how he imagined spending time with his family. For example, he mentions spending time with his father (“I went to Papa’s barbershop”) and playing with his sister (“Justine and I rode our bicycles.”) On the eighth day, when Junior is rescued and gets to see his family again, he describes a very real experience: “I was so happy because I could feel the hot sun on my skin and see the bright blue sky. I could see Manman and Papa and Justine, too.”

With Junior, a young imaginative boy, as the narrator of this story, readers get a good idea of how a child might experience a natural disaster like the earthquake in Haiti. This point of view influences how events in the story are described, with some being factual and others being imaginary.