

Perspectives & Narrative

This journal belongs to:

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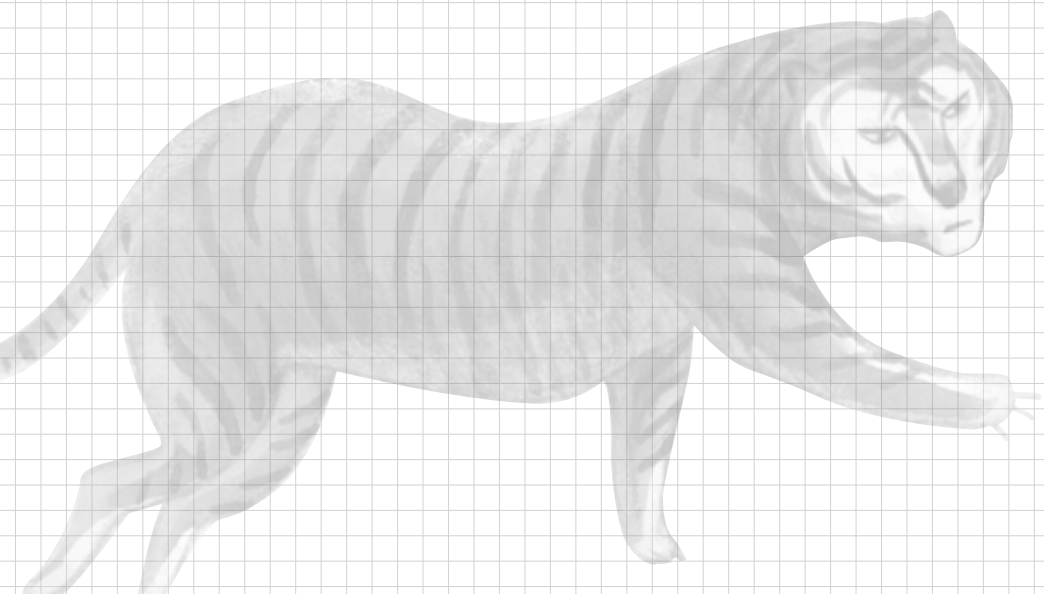
Sub-Unit 2 • pages 4–33



Sub-Unit 3 • pages 34–79



Sub-Unit 4 • pages 80–103







Sub-Unit 2
Get Started

Read the example sentence below. Write two more sentences to focus on just this moment, adding details to describe what the boy is doing, thinking, and saying.

Greg scrambled up the basement door and began to lose his balance.

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Write about one time you were doing something you really enjoyed.

[illegible]

1. Choose one sentence from “Cooking Salsa” where you could add additional details. Write that sentence below.

2. Write the sentence you chose. Then add two more sentences to focus even more on that moment.

Make a list of 2–3 vivid details you could add to your writing from Lesson 1 to help you focus in on the moment even more.

 [Get Started](#)

1. Find one place in your writing from Lesson 1, Focus on a Moment, where you can focus more on one small moment.
2. Write 2 or 3 more sentences, adding vivid details to capture the feel of your moment.

[illegible]

1. Write two details from the first description that show emotions as to whether the narrator enjoys canoeing or not.

2. Write two details from the second description that show emotions as to whether the narrator enjoys canoeing or not.

1. Write each group member's name below.

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 [Get Started](#)

2. In your group, select one member's writing to adapt into a skit.

Have the person copy their writing from Lesson 1, Focus on a Moment, below.

[illegible]

 [Get Started](#)

3. Turn the moment into a short skit by adding details to show your audience the emotion. You may include dialogue, action, and details of people's reactions and expressions.

[illegible]

Skit 1:

What was the overall emotion?

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Identify two details that showed this emotion.

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Skit 2:

What was the overall emotion?

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Identify two details that showed this emotion.

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Skit 3:

What was the overall emotion?

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Identify two details that showed this emotion.

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 [Get Started](#)

1. What emotion(s) does the narrator feel? For each emotion you identify, copy a detail that conveys the emotion.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. What overall feeling (tone) does the narrator convey about her canoeing moment


[Get Started](#)

Add 2 or 3 focused sentences to the writing you completed in Lesson 1 to develop this moment even further. Use precise details to create a picture of the moment and convey the overall feeling.

Write your additional sentences here:

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

 [Get Started](#)[illegible]

1. What kinds of details is Dahl using to show us what's happening in this scene?

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2. Is this description focused?

3. How much time do you think it took for the action described in this scene to happen?

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4. How many sentences does Dahl use to describe the action?

5. In one sentence, describe what's happening in this passage.

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Review paragraphs 18–20 of “The Battle of Athens – the Twentieth of April” on page 53 to answer these questions.

1. Copy *one sentence* from the passage that grabs your attention. Identify whether the sentence shows or tells.

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2. Does your sentence show or tell?

3. If your sentence shows, rewrite it below so that it tells. If your sentence tells, rewrite it so that it shows.

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4. How does your revision change the way the description feels?

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What's the name of one of the most interesting people you live with?

What's a word that describes him or her?

Write about one moment that shows this person acting that way.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

List the five verbs that describe the action you see in the painting.

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2.
3.
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5.

Answer the questions about the first set of sample sentences.

1. How do you think Ben felt when he *held* his pencil?

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2. How do you think Ben felt when he *gripped* his pencil?

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3. How do you think Ben felt when he *tapped* his pencil?

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Answer the questions about the second set of sample sentences.

4. How hungry do you think Marcus and Terrell were when they *wolfed down* their hamburgers?

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5. How about when they *nibbled at* them?

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Answer the questions about the third set of sample sentences.

6. How fast do you think the Chevy was moving when it *exploded* down the street?

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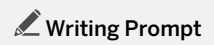
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7. How about when it *maneuvered* down the street?

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This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

1. Rewrite the sentence below so that the reader can see and *feel* what you're describing:

He was really tired.

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2. Add two sentences to the sample writing on page 31 of your Student Edition that show why it seemed like she wanted to hear the story.

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Write about a moment during elementary school when something went really wrong—or really right—for you. Describe how the moment looked and felt to you, back when you were younger.

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Complete the last row in the chart below to make each description more vivid. The first one has been done for you as an example.

Different Ways of Showing

Telling	Showing	Add some more!
I was so bored at my cousin's wedding reception.	 I lined up all the olives on my plate, fiddled with the toothpicks sticking out of my meatballs...	...and tried to keep from checking the clock every two minutes.
The mechanic took a look at my car and conveyed his grave concerns regarding the condition of my vehicle.	 "I wouldn't drive that bucket of bolts faster than forty if you paid me a million dollars..."	...
The food left in the fridge had spoiled.	 The mushrooms had leaked a dark brown liquid that smelled like muddy sneakers...	...

Write about a moment when you met someone who was very different from what you expected him or her to be.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Add 3–5 more sentences to the writing you just completed to describe what things looked like or what people said, thought, or felt. Use a different kind of showing from the one you used before.

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 [Get Started](#)

Use the passage on page 37 of your Student Edition to complete this activity.

Add three lines of dialogue to help us understand what Little Red feels in this scene.

(The dialogue doesn't have to be spoken by Little Red!)

[illegible]

 [Get Started](#)

Lesson 9 33





Sub-Unit 3

Narrative Writing

Use paragraphs 1–38 from *Going Solo*, “First Encounter with a Bandit” on pages 43–46 to answer these questions.

1. Who is Dahl talking to in this scene?

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2. What’s a “kite”?

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3. Who do the “Krauts” seem to be?

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Use paragraphs 1–31 from “First Encounter with a Bandit” to answer these questions.

1. What is one thing you notice when you compare the Corporal’s dialogue to Dahl’s? How does the text distinguish between the Corporal’s and Dahl’s personalities and emotional states?

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2. What do you think Dahl is thinking when he says, “Don’t say that” (12)?

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3. What character traits do the Corporal's words reveal?

4. Are you surprised by the Corporal's words? Explain why or why not.

5. Was this scene meant to be funny, scary, both, or something else? What makes you think this?

6. What idea do you think Dahl is trying to show the reader with this dialogue?

Use the image on page 65 of your Student Edition to complete this activity.

What could you imagine is happening in this moment? Write your version of this moment using dialogue and narration. Use the characters' actions, gestures and dialogue to show what they feel without telling the emotion.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Use paragraphs 41–79 of “First Encounter with a Bandit” to answer these questions.

1. List three things you learn about David Coke in paragraph 41.

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2. Does David Coke seem like he will be an important character in Dahl’s story? Explain.

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1. Complete the chart.

Find evidence that shows David Coke demonstrating each character trait in the chart below.

Then add another character trait and provide evidence of where you see this trait.

David Coke's Character Traits	Evidence Showing These Traits
"warm-hearted"	
"brave"	
"generous"	

2. Does Dahl include a flashback or a flash forward in paragraph 41? Where does it appear in the text?

3. Why do you think Dahl chooses to jump in time? How does knowing this information change the way you read the dialogue between Dahl and David Coke?

Use the following paragraphs from “First Encounter with a Bandit” to answer these questions:

- Paragraphs 7–13 on pages 43–44.
- Paragraphs 62–67 on page 49.
- Paragraphs 72–73 on page 50.

1. Summarize what the Corporal is saying to Dahl. What do you notice he is *not* saying (but probably thinking)?

2. Summarize what David Coke is saying to Dahl. What do you notice he is *not* saying (but probably thinking)?

3. What is the biggest similarity between the Corporal and David Coke?

4. What is the biggest difference between the Corporal and David Coke?



In writing *Going Solo*, Dahl chooses to put the scene with David Coke almost immediately after the scene with the Corporal. What impact does putting these scenes back-to-back have on the reader?

[illegible]

Write the quote that you selected from paragraph 18 below and explain why you selected it.

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Use paragraphs 19–20 of “The Battle of Athens – the Twentieth of April” to complete the following.

1. What kinds of details does Dahl include in paragraphs 19 and 20? Describe these details.

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2. Select two examples of these details and list them here.

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3. Why do you think Dahl chooses to include all these details? What does he want his reader to know or feel?

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Use paragraph 21 from “The Battle of Athens – the Twentieth of April” to complete the following.

1. Choose five of the most vivid verbs in the paragraph and list them here.

2. What feelings or ideas do you get from these verbs?

3. Choose three of the most vivid images and identify them here.

4. Why do you think Dahl chooses to string together so many different images instead of spending more time describing just one or two?

Use the excerpts from paragraphs 19 and 21 of “The Battle of Athens – the Twentieth of April” to answer these questions.

1. Compare the verbs in paragraphs 19 and 21. Write one sentence to describe the verbs in each paragraph.

Paragraph 19	Paragraph 21

2. Compare the images in paragraphs 19 and 21. Write one sentence to describe the images in each paragraph.

Paragraph 19	Paragraph 21

3. Why do you think Dahl includes both passages when narrating the Battle of Athens? Why not just use one or the other?

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Passage 1

1. Copy a moment from the first passage where it feels like time is slowing down. Describe what the author does to slow down the passage of time.

Passage 2

2. Copy a moment from the second passage where it feels like time is slowing down. Describe what the author does to slow down the passage of time.



Write your own short narrative paragraph using one of the slowing down techniques. Choose one of these options for your writing:

1. *I remember the first time I rode a roller coaster. It was terrifying.* Use one of the techniques you noticed to rewrite this moment in a way that slows down the narrative to focus on details, feelings, etc. in the moment.
2. Choose a moment from your own life to write about. Use one of the techniques you noticed to slow down the narrative and zoom in on the moment.

[illegible]



A series of horizontal dotted lines for writing.

Use the two passages on pages 73 and 74 in the Student Edition to answer these questions.

Passage 1:

1. Copy a moment from the first passage where it feels like time is speeding up. Describe what the author does to speed up the passage of time.

Passage 2

2. Copy a moment from the second passage where it feels like time is speeding up. Describe what the author does to speed up the passage of time.



Try one of the techniques for speeding up a narrative, and consider how you might use your writing to show the transition to the moment speeding up. Choose one of these options for your writing:

1. *The light turned green. I smiled as the roller coaster shot down the tracks.* Continue describing this moment. Speed up the narrative to convey a fast pace and intense emotions.
2. Write about a moment from your own life, speeding up the narrative to convey the experience and the emotions you were feeling.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Handwriting practice lines consisting of 20 horizontal dotted lines.

Use the story “Fish Cheeks” to answer these questions.

1. Write 3–4 sentences summarizing the story “Fish Cheeks.”

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2. What is the strongest emotion that Amy, the narrator, feels in this story? Support your answer with a detail from the text.

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3. What is the strongest emotion that you felt when reading this story? Which part of the story made you feel this way?

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4. Besides Amy, what character do you think is the most important in this story? Explain your thinking.

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Use the story “Fish Cheeks” to answer these questions.

1. Find two moments where Amy Tan slows down, zooms in, and gives precise descriptions. Identify each moment and what happens.

2. What do you think she is emphasizing in each of these moments?

3. In paragraph 3, how does Tan want her reader to feel when reading this description? How can you tell? Explain the meanings, feelings, and ideas associated with the words she uses.

4. Why did she choose these details? Why do you think she wants her reader to feel *this* emotion?



Choose a food that you love, or one that you really don't like. Write a scene where people are preparing or eating this food. Use sensory language and precise descriptions to get your reader to feel the same way about this food.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

1. Complete the Chart

Use paragraph 7 from “Fish Cheeks” to complete the chart.

Use evidence from the text to compare how Amy portrays (shows) herself and her family with how she portrays Robert and his family.

Add evidence from any passage in the text.

How the narrator portrays herself and her family	How the narrator portrays Robert and his family

2. Was Amy feeling shame? How can you tell?

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Use paragraph 8 from “Fish Cheeks” to answer these questions.

1. Think about Amy’s mother’s actions in the story. She serves all of Amy’s favorite Chinese foods at dinner. Later that night she gives Amy a miniskirt. Why does Amy’s mother do those things? What is Amy’s mother trying to show her?

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2. What has Amy come to understand by looking back at this event as an adult? Does she understand her mother’s lesson? Identify two places in the story that support your answer and explain your thinking.

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[illegible]

Use the text “My Mother’s Garden” to answer questions 1–2.

1. Who are the characters that you noticed in this text?

2. Write three details that tell us about the setting(s).

Use paragraphs 8–16, 20–23, and 25–27 of “My Mother’s Garden” to answer questions 4–5.

3. Who are the characters that are involved with the garden?

4. What are the most important events that occur during these scenes in the narrative?
Write three sentences to summarize the events.

Use paragraphs 8–16, 20–23, and 25–27 from “My Mother’s Garden” on page 84 to answer these questions.

1. Was the garden important to the mother? Copy one piece of evidence from the text and explain your answer.

2. If the mother had written this narrative, what two adjectives might she use to describe the garden? Explain why those adjectives would make sense for her version of the narrative.

3. Is the garden important to the neighborhood kids? Copy one piece of evidence and explain your answer.

4. If the neighborhood kids had written this narrative, what two adjectives might they use to describe the garden? Explain why those adjectives would make sense for their version of the narrative.

5. Is the garden important to the narrator? Copy one piece of evidence and explain your answer.

6. Why do you think the narrator tells the story of the garden?

[illegible]

Use the narrative “My Mother’s Garden” to answer the question.

What do you think about the narrator’s school? How would you describe it to someone who hasn’t read this narrative?

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Use paragraphs 1–7 from “My Mother’s Garden” to answer these questions.

1. According to the narrator’s classmates and teachers, what does it mean to be “objective”? Copy an example of someone behaving “objectively” from paragraphs 1–7.

2. According to the narrator’s classmates and teachers, what is the problem with being unobjective or emotional? Copy an example of someone behaving emotionally from paragraphs 1–7.

3. Paraphrase what the narrator says in the passage on page 92 of your Student Edition.

4. Does the narrator seem to participate in debates and class conversations at school? Why or why not?

Use paragraphs 4–27 from “My Mother’s Garden” to answer questions 1–3.

1. Complete the chart with evidence from the text that describes each character. Explain what each piece of text shows about the character.

Stereotype of the “Welfare Queen”	The Narrator’s Mother (A Woman on Welfare)
<p>“worse than disease and death and the destruction of the icecaps” (4) – She is dangerous and harmful to the world at large.</p>	<p>“My mother had decided to go back to school for a master’s degree. She did not want us to stay in this housing project forever.” (17) – She is hardworking and dedicated to helping her family.</p>
<ol style="list-style-type: none">2. Which description might be considered more “objective,” according to the way it’s defined in the narrator’s school? Explain your answer. <div data-bbox="97 1459 1330 1643"></div>	

3. Based on the information you've gathered in the chart, why might the narrator "shake and shake and shake..." (6) when her classmates discuss welfare?

Use paragraphs 23–29 from "My Mother's Garden" to answer questions 4–5.

4. Complete the chart with details from the text that show the narrator's actions, thoughts, and feelings.

Actions (What She Presents to the World)	Thoughts and Feelings

5. According to the information you've just gathered, how do the narrator's thoughts and feelings relate to her actions?



Why do you think Greenidge chooses to combine the story of her experience at school and the story of her mother's garden into one narrative?

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

1. What is the primary conflict in this narrative? How do you know?

2. At the end of the narrative, is the conflict or problem resolved? What makes you say so?

3. Why do you think Tan decided to end her story this way?

4. How do you know that the narrator is her younger self in the sentences you highlighted in red?

5. How do you know that the narrator is her adult self in these sentences you highlighted in blue?

6. Why do you think Tan includes her adult point of view in these specific places?

Use the story “My Mother’s Garden” to complete these questions.

1. What is the primary conflict in this narrative? How do you know?

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2. At the end of the narrative, is the conflict or problem resolved? What makes you say so?

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3. Why do you think Greenidge decided to end her story this way?

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4. How do you know that she is a teenager in these sentences?

5. How do you know that she is her adult self in these sentences?

6. Why do you think Greenidge includes her adult point of view in these specific places?

Complete the chart

1. Choose two events or ideas that you've already written about that you might expand upon for your personal narrative. Summarize those events or ideas in the first two rows of the chart.
2. Next, think back over the course of your life. What experiences would work well in a personal narrative?
3. Fill in at least 4 rows of the chart with ideas you have brainstormed.

An idea from my writing that I might want to develop further

An idea from my writing that I might want to develop further

A time when family made me feel embarrassed or proud

A time when I had a really interesting or meaningful conversation

A time when there was something I loved that others didn't understand

A time when I did something surprising

Other ideas

4. Write the idea that you feel will work best for your personal narrative.

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5. Write two or three sentences that you might include in the beginning of your narrative.

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6. Write two or three sentences that you might include in the middle of your narrative.

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7. Write two or three sentences that you might include at the end of your narrative.

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 Narrative Writing

Use the sentences you wrote for questions 3–6 of Lesson 9 on page 74 as a starting point.

Complete the draft of your personal narrative. As you write, think about the point of view you reveal, and the details and description that will help your audience experience the moment. Be sure to include a beginning, middle, and end.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Handwriting practice lines consisting of 20 horizontal dotted lines.



You are writing a personal narrative about a moment in your childhood that you carry with you today. Review the requirements for your personal narrative and finish your draft.

[illegible]





Sub-Unit 4

Write an Essay

Essay Prompt

Are the mothers featured in “Fish Cheeks” and “My Mother’s Garden” role models for their daughters? Why or why not?

Essay Text

“Fish Cheeks”

“My Mother’s Garden”

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write a Claim

Based on the evidence you reviewed, write one or two sentences to summarize the key idea you will develop in response to this prompt.

Claim Statement #1

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Notes for Sample Essay

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Write Body Paragraphs

1. Before you begin:
 - Turn to the text.
 - Review your evidence and your claim.
2. Write two body paragraphs for your essay. For each body paragraph, use one or two pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



 Write an Essay

[illegible]

Self-Assessment Notes

Which items in the list are “No” for you?

Session 1: Revise Body Paragraphs

1. Reread what you've already written.
2. What will you do to improve your body paragraphs?

3. Revise your body paragraphs.

[illegible]

Handwriting practice lines consisting of 24 horizontal dotted lines.

Session 2: Revise Claim Statement

Practice writing your claim statement in two other ways. Make sure each is supported by your body paragraphs.

Claim Statement #2

Write one or two new sentence(s) that state your claim in a different way.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Claim Statement #3

Write one or two new sentence(s) that state your claim in a different way.

[illegible]

Session 3: Body Paragraph for a Counterargument

Complete this section if your teacher tells you to.

Write your third body paragraph. Include one or two counterarguments, and evidence and reasoning to refute the counterarguments.

This image shows a full page of a handwriting practice worksheet. It consists of multiple horizontal rows, each defined by two parallel dashed lines. The rows are evenly spaced and extend across the entire width of the page, providing a guide for letter height and placement. There is no text or other markings on the page.

Revise Body Paragraphs

Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
 - One place where your evidence is strong and well-explained.
 - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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 Write an Essay

6. Revise your body paragraphs.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



 Write an Essay

[illegible]

Write Introduction

Leads

Before starting your introduction, review the body of your essay. Consider these questions as you reread your writing:

- What are the key reasons you give to support your claim?
- What evidence do you include to support your reasons?
- In what order do you include all of this information?

Write two or three possible one- or two-sentence leads for your introduction. Circle the lead that you like the best.

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Write your introduction, beginning with your favorite lead and ending with your claim statement.

When you've finished, read your introduction silently to yourself and make any changes needed so that the sentences flow well together.

[illegible]

Write Conclusion

1. Reread your introduction and body paragraphs, including the revisions you've made.
2. Write your conclusion, including both of the following elements:
 - A restatement of your claim/argument
 - A final thought for your reader to take away that follows from the ideas presented.

Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final draft of your essay.

4. Reread your essay and underline the important sentences.
5. Circle any words or sentences that can be deleted.
6. Reread your essay two times: once with the circled words and sentences and once without. Which version do you like better? Why?

Rewrite Essay

If your teacher asks, rewrite your draft here incorporating your edits and revisions.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A series of horizontal dotted lines for writing an essay.

Write Final Essay

1. Follow the steps in the Editing Process to revise and polish your essay.
2. Use the Guidelines for Citing and Punctuating Direct Quotes to help you.
3. Write your final essay below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice lines consisting of 20 horizontal dotted lines.



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