

ELA: Grade 8, Lesson 3, Point of View

Lesson Objective: Student will analyze how the author uses details to convey characters, including how the author develops the narrator as a character.

Practice Focus: Today we will write an analysis of point of view in “Ransom of Red Chief.”

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

Teacher Materials:

- None

Student Materials:

- Notebook Paper
- Pencil

****Important notes for teacher:**

- Please be sure to read the text at a slow pace. Since students can only hear these texts, they should be read slowly for them to have time to hear and process the information.
- Please provide noted wait time for questions and tasks. It might feel awkward to stand and be silent during these times but it is necessary to allow students time to process information, think deeply, and complete tasks.

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 third 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 continue learning about point of view! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Something to write• Notebook paper <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 see 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><u>Intro</u></p> <p>Ok, let’s begin! Today we will read a literary passage called “Ransom of Red Chief” by O. Henry, and you will analyze how the author uses details to convey characterization, including how Henry develops the narrator as a character. You will see the role of point of view as he develops the character of the</p>	

<p>narrator. These elements are important tools ultimately in conveying meaning and making the story interesting to the reader.</p>	
<p><u>Read Aloud</u></p> <p>The passage we are going to begin is called “The Ransom of Red Chief.” We’re only going to read the first 10 paragraphs of the passage as we want to look at the beginning of the passage in depth before moving forward.</p> <p>As I read aloud these paragraphs, listen carefully and do the following:</p> <p>On a sheet of paper, write the title of the work at the top. [Pause] Beneath that, write who is telling the story.</p> <p>Then, as I read, write down 3-4 words, phrases, or sentences which reveal information about the narrator, Bill, Ebenezer Dorset, and the kid. You want to write those characters down: the narrator, Bill, Ebenezer Dorset, and the kid. [Pause]</p> <p>You should be writing down these directives. Beside each of these words, phrases, or sentences, write down what each one reveals about each character. [Pause]</p> <p>Take these notes as I read through the text slowly. I will then read through the text a second time to allow you to make any revisions to your notes. Let’s start reading.</p> <p>[As you read the text, you will see key vocabulary words noted in italics, followed by a definition in parentheses.]</p> <p>“The Ransom of Red Chief.” It looked like a good thing: but wait till I tell you. We were down South, in Alabama--Bill Driscoll and myself--when this kidnapping idea struck us. It was, as Bill afterward expressed it, “during a moment of temporary mental apparition”; but we didn't find that out till later.</p> <p>There was a town down there, as flat as a flannel-cake, and called Summit, of course. It contained inhabitants of as <i>undeleterious</i> (or harmless) and self-satisfied a class of peasantry as ever clustered around a Maypole.</p> <p>Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a</p>	<p>Students listen to the text carefully and record on their paper the notes as outlined in the teacher section to analyze characterization, point of view, and the meaning of the text.</p>

fraudulent town-lot *scheme* in Western Illinois with. We talked it over on the front steps of the hotel. *Philoprogenitiveness* (or to perform a con on a town to get the people's money), says we, is strong in semi-rural communities therefore, and for other reasons, a kidnapping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn't get after us with anything stronger than constables and, maybe, some *lackadaisical* (or disinterested) bloodhounds and a *diatribe* (or an angry article) or two in the Weekly Farmers' Budget. So, it looked good.

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collection-plate passer and forecloser. The kid was a boy of ten, with bas-relief freckles, and hair the color of the cover of the magazine you buy at the newsstand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you.

About two miles from Summit was a little mountain, covered with a dense cedar brake. On the rear elevation of this mountain was a cave. There we stored *provisions* (or supplies).

One evening after sundown, we drove in a buggy past old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence.

"Hey, little boy!" says Bill, "would you like to have a bag of candy and a nice ride?"

The boy catches Bill neatly in the eye with a piece of brick.

"That will cost the old man an extra five hundred dollars," says Bill, climbing over the wheel.

That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave, and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain."

Now, I will reread the text to allow you an opportunity to

revise your notes.

It looked like a good thing: but wait till I tell you. We were down South, in Alabama--Bill Driscoll and myself--when this kidnapping idea struck us. It was, as Bill afterward expressed it, "during a moment of temporary mental apparition"; but we didn't find that out till later.

There was a town down there, as flat as a flannel-cake, and called Summit, of course. It contained inhabitants of as *undeleterious* (or harmless) and self-satisfied a class of peasantry as ever clustered around a Maypole.

Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a fraudulent town-lot *scheme* in Western Illinois with. We talked it over on the front steps of the hotel.

Philoprogenitiveness (or to perform a con on a town to get the people's money), says we, is strong in semi-rural communities therefore, and for other reasons, a kidnapping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn't get after us with anything stronger than constables and, maybe, some *lackadaisical* (or disinterested) bloodhounds and a *diatribes* (or an angry article) or two in the Weekly Farmers' Budget. So, it looked good.

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collection-plate passer and forecloser. The kid was a boy of ten, with bas-relief freckles, and hair the color of the cover of the magazine you buy at the newsstand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you.

About two miles from Summit was a little mountain, covered with a dense cedar brake. On the rear elevation of this mountain was a cave. There we stored *provisions* (or supplies).

One evening after sundown, we drove in a buggy past old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence.

"Hey, little boy!" says Bill, "would you like to have a bag of

<p>candy and a nice ride?"</p> <p>The boy catches Bill neatly in the eye with a piece of brick.</p> <p>"That will cost the old man an extra five hundred dollars," says Bill, climbing over the wheel.</p> <p>That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave, and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain.</p>	
<p><u>Guided Practice</u></p> <p>You probably noticed that the narrator is a kidnapper, although he is not identified by name until later in the passage. He is telling the story from a first person point of view, and he is talking to the audience directly.</p> <p>There are a number of important words, phrases, or sentences that you may have noted. Let's discuss a few important ones. It is ok if you did not choose these particular examples, but I want to show you some that I found to be significant. It's also ok if you did not write the whole phrase, as I know you do not have the text with you. Listen to my suggestions and see if they match your own. You can take notes on any characters you may not have included in the ones you chose.</p> <p>Maybe you noticed the following sentence: "It looked like a good thing; but wait till I tell you." I think this means that the narrator may regret what they did. He seems surprised by what happened and is excited to share it with the reader, but maybe his excitement is more disbelief, like "You won't believe what happened to us!"</p> <p>I also noticed this important phrase: "when this kidnapping idea struck us." This clearly indicates that the narrator and his partner, Bill, are kidnappers.</p> <p>Another important phrase: "'during a moment of temporary mental apparition'; but we didn't find that out till later." Based on the context, this tells me that the kidnappers make a decision that they later regret.</p> <p>Let's see if you chose this sentence: "<i>Philoprogenitiveness</i>,</p>	<p>Student listens and compares/contrasts the teacher's examples with their notes. Student may add these examples if they do not have them.</p>

<p>says we, is strong in semi-rural communities therefore, and for other reasons, a kidnapping project ought to do better there.” This tells me that the narrator and Bill decided that the parents in Summit must really love their kids, so they are likely to get ransom money for at least one of them.</p> <p>Another important sentence in the passage is “We knew that Summit couldn't get after us with anything stronger than constables and, maybe, some lackadaisical bloodhounds and a diatribe or two in the Weekly Farmers' Budget. So, it looked good.” When I hear this, I can tell that the narrator and Bill aren't scared of the townspeople of Summit--they don't think they will get in much trouble for kidnapping a kid.</p> <p>Let's try two more examples. First, I noticed the sentence “We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collection-plate passer and forecloser.” What this tells me about Ebenezer is that he is known and well-respected in Summit and seems to have money to pay a ransom.</p> <p>I also think this sentence is important: “The kid was a boy of ten, with bas-relief freckles, and hair the color of the cover of the magazine you buy at the newsstand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you.” This tells me that the boy seemed perfect for kidnapping. The narrator and Bill are certain that Ebenezer will pay \$2,000 to get his kid back.</p> <p>At this point, you should have noted at least one thing about the narrator, Bill, Ebenezer Dorset, and the kid. The author is clearly conveying important details about each of these characters so that he can develop the plot and convey meaning to his readers.</p>	
<p><u>Independent Practice</u></p> <p>Based on our analysis of the characters and events thus far, let's consider some important questions regarding narration and point of view. Write these questions down on your paper and write your responses after each one. You will have the remainder of this lesson to write and may continue writing after the lesson to prepare for tomorrow's lesson.</p> <p>When is this story being told in relation to the kidnapping? How do you know? I will repeat the questions again as you</p>	<p>Students write an analysis of how point of view conveys meaning in “Ransom of Red Chief.”</p>

<p>write. When is this story being told in relation to the kidnapping? How do you know? [Pause]</p> <p>How much does the narrator know about what is happening? How do you know? Once again, how much does the narrator know about what is happening? How do you know? [Pause]</p> <p>What words, phrases, or sentences reveal that something unexpected might happen? You do not have to remember exact wording. You can just refer to what you remember. One last time. What words, phrases, or sentences reveal that something unexpected might happen? [Pause]</p>	
<p><u>Closing</u></p> <p>Well, ladies and gentlemen, I enjoyed analyzing characterization and point of view 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!</p>	