

Academic Program

Introduction

This series of activities can be used to encourage teens to think about how the lens we view the world with or the point of view of an individual affects how we see the world. Depending on who is telling the story, several people can have completely different versions of the same event based on their personal perception.

Activity 1 can be used as an introduction to illustrate how different lenses can affect the telling of a story. Activity 2 will allow students to keep track while they are reading and will allow them to complete the literary analysis in Activity 3.

Books to display

City Love by Susane Colasanti
How It Went Down by Kekla Magoon
Nineteen Minutes by Jodi Picoult
The Help by Kathryn Stockett

Activity 1 - POINT OF View scenario:

Introduction

Out of Darkness is told from several points of view. The point of view changes with each chapter, with several voices repeating throughout the novel. By telling the story in this fashion, the author can provide more insight and details about what is occurring in the story. In order to understand how different points of view affect the story, students will work in small groups to describe an event from their assigned perspective.

TEKS

- English 2 2c, 5a, 5b, 5c, 6, 7, 8, 13a
- English 3 2c, 5a, 5b, 5c, 7, 8
- English 4 2c, 5a, 5b, 5c, 7, 8

Supply List

Composition book
Pens or pencils

Description

Discuss with students how they and their friends can tell different versions of the same event. Ask them why they think this is. Discuss with students **primary vs. secondary point of view**. This does not need to take more than 5 to 7 minutes. Explain that they will be divided into groups and assigned a point of view to describe an event. You may create your own or use our example.

Imagine that two big Texas football rivals are playing in the state championship. Each group will write 2 to 3 paragraphs about the big game from the perspective of their assigned person. (Create groups of 3 to 4 students. Use as many of the perspectives as needed for your class.)

- A player from the losing team / winning team
- The parent of one of the players who attended the game
- A parent who could not attend the game but heard about it from their child who played
- A girlfriend of one of the players
- A waitress who didn't attend the game but heard about it from one of her customers
- A journalist from the losing team's town who was at the game
- A coach / teacher from the losing team / winning team

Give students 10 to 15 minutes to write from their assigned perspective.

Have students share a couple of sentences. Discuss which of their **viewpoints** would be considered **primary** and which would be considered **secondary** and how the story would be impacted by their particular **lens**.

Activity 2 - READING JOURNAL.

Introduction

Pérez uses several points of view in *Out of Darkness*. The point of view changes with each chapter, with several voices repeating throughout the novel. To keep track of the various points of view, students will keep a journal as they read.

TEKS

- English 2 2c, 5a, 5b, 5c, 6, 7, 8, 13a
- English 3 2c, 5a, 5b, 5c, 7, 8
- English 4 2c, 5a, 5b, 5c, 7, 8

Supply list

Composition book
Pens or pencils

Description

Students will assign pages in their composition/notebook for each character (point of view). To ensure students stay on task and don't fall behind, assign due dates for the before and after sections. Include an in-class discussion of what they have observed and connections they have made while reading. They can add notes from these discussions to the reading journal, which will help them to write the literary analysis in Activity 3.

As they read they will keep track of: what the character says, does, thinks, or how the character is described. Encourage them to write down quotes that support their observations and inferences, as this will be used in Activity 3. They will also need to keep track of the two main parts of the story - **Before** (explosion) and **After** (explosion). They can separate them by a line and Before/After labels.

The journal will be used to complete Activity 3.

To help students set up their composition / notebook have them label pages for each point of view:

- Wash - 10 to 15 pages
- Naomi - 10 to 15 pages
- Beto - 6 to 10 pages
- Henry - 5 to 8 pages
- The Gang - 3 to 5 pages

Activity 3 - Point of View - Literary Analysis

Introduction

The journal allowed the students to keep track of the different points of view in *Out of Darkness*. Students will analyze how the point of view contributed to the narration of the story as well as the development of the characters.

TEKS

- English 2 2c, 5a, 5b, 5c, 7, 8, 13a, 15c, 17c,
- English 3 2c, 5a, 5b, 5c, 7, 8, 13a, 15c, 17c,
- English 4 2c, 5a, 5b, 5c, 7, 8, 13a, 15c, 17c,

Supply list

Composition book
Pens or pencils

Description

For this activity students will choose one or two points of view from the novel to discuss. They will write a 4 to 6 page paper analyzing how the chosen point(s) of view contributed to the story. Students will use notes from their reading journal to support their thesis with quotes from the text.