**POINT OF VIEW NOTES**

**Point of View:** The person from whose eyes the story is being told (where you place the camera).

**Determining the Point of View of a Story:**

- **TEST 1:** What **PRONOUNS** are mostly being used?

<table>
<thead>
<tr>
<th>1st Person</th>
<th>3rd Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most pronouns “I”, “me”, “my”, “we”, “us”</td>
<td>Most pronouns “he”, “she”, “they”, etc.</td>
</tr>
</tbody>
</table>

- **TEST 2:** How involved is the narrator?

<table>
<thead>
<tr>
<th>1st Person</th>
<th>3rd Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrator is a <strong>character</strong> in the story</td>
<td>• Narrator is <strong>not a character</strong> in the story</td>
</tr>
<tr>
<td>• Narrator not reliable</td>
<td>• As if cameras and bugging devices everywhere (In every character’s mind, all places, past, future, etc.)</td>
</tr>
</tbody>
</table>

- **TEST 3:** How much does the narrator **know** about the events, feelings, and/or actions of characters?

<table>
<thead>
<tr>
<th>1st Person</th>
<th>3rd Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrator can only tell and <strong>describe</strong> the story in his/her <strong>own</strong> words, thoughts and <strong>feelings</strong>.</td>
<td>• Narrator knows all, sees all, hears all, etc.</td>
</tr>
<tr>
<td></td>
<td>• Narrator can tell anything (feelings, thoughts, unobservable actions, etc.) about any character.</td>
</tr>
</tbody>
</table>
Sensory Details

When a writer includes the five senses in a description. This helps the reader to visualize what is happening (imagery) The author’s purpose for imagery is to make the reader understand the way they feel, the attitude they have toward something or to make the reader feel a certain way.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>The socks were on the floor.</td>
<td>The plane flew over us.</td>
<td>The mud was gross.</td>
<td>The pizza was yucky.</td>
<td>Her perfume smelled good.</td>
</tr>
<tr>
<td>The muddy socks were piled on top of the rug.</td>
<td>The buzzing sound filled the air.</td>
<td>The mud felt slimy and cold between my toes.</td>
<td>The pizza tasted like cardboard.</td>
<td>Her perfume smelled like flowers and vanilla.</td>
</tr>
</tbody>
</table>
Poetic Structure

**Lines**
- May be short or long.
- Are NOT necessarily complete sentences or even complete thoughts!
- The arrangement of lines, spacing, and whether or not the lines rhyme in some manner, can define the FORM of a poem.

**Line Breaks:** where the author chooses to end a line
- emphasize a word important to the message
- stress an important sound important to the mood of the poem
- complete a thought important to the message

**Stanza**
- A group of lines whose rhyme scheme is usually followed throughout the poem.
- A division in poetry like a paragraph in prose.
- Common stanza patterns include couplets, triplets, quatrains, etc.
- Free-verse poems follow no rules regarding where to divide stanzas.

**Repetition:** repeated lines, phrases or words
- meaning is emphasized to support message.
- sound emphasize important to support mood or feeling.

**Form:** organization of format of the poem

**Punctuation:** the use of punctuation causes the reader to pause on important words and effect the rhythm of the poem.

*by Kenn Nesbitt*

Homework, I love you. I think that you’re great. 
It’s wonderful fun when you keep me up late.
I think you’re the best when I’m totally stressed, 
preparing and cramming all night for a test.

Homework, I love you. What more can I say? 
I love to do hundreds of problems each day. 
You boggle my mind and you make me go blind, 
but still I’m ecstatic that you were assigned.

Homework, I love you. You thrill me inside. 
I’m filled with emotions. I’m fit to be tied. 
I cannot complain when you fizzle my brain. 
Of course, that’s because I’m completely insane.

This poem is organized with 4 lines per stanza. Each line ends with a rhyme.
Figurative Language Notes

Simile

- Similes are used to compare one thing to another. They **always** use either the words ‘like’ or ‘as’.
- **EX:** My mom’s chocolate chip cookies turned out as **hard** **as** a **rock**.

Metaphor

- Metaphors are used to compare one thing to another. They do **not** use the words *like* or *as* the way similes do.
- **RICH TIP:** Look for one thing being called another thing. The verbs *am, is, are, was,* and *were* are good indicators that the author is using a metaphor.
- **EX:** The gorilla’s **cage** was a **prison**, keeping him locked inside.

Alliteration

- Alliteration is the **repetition** of **beginning sounds** in words close together.
- **EX:** Dan **diligently** did his homework at his **desk**.

Onomatopoeia

- Onomatopoeia is a word that mimics the **sound** of an object or action. It’s a sound word!
- **EX:** The clock seemed to **tick** slowly.

Hyperbole

- Hyperboles are a type of figurative language that use **extreme exaggeration**! Things that happen in a hyperbole could never really happen.
- **EX:** It took me a **million** years to do my homework last night!
Personification

- Personification is when human characteristics are given to objects. When you do this, it makes those objects seem like they are a person.
- RICH TIP: Look at the root word of personification...person!
- **EX:** The sun smiled down on all of the people.

Idiom

- Idioms are phrases that don’t have a literal meaning. Most times, you can’t even guess what they mean. You just have to know them!
- **EX:** After Greg’s computer broke he was feeling blue.
Day by day
a tightrope,
walking on the boundaries
of change,
5 One step —
firm, familiar,
the next step —
shaky, strange.

Some friends
10 will dare danger,
mock or push each step.
Some friends
knock your confidence.

Real friends
15 form a net.
1. As used in stanza 1, what does the word strange mean?
   A. out of the ordinary
   B. not of one’s own choice
   C. previously unknown
   D. unusual or striking in appearance

2. In lines 14-15, why does the speaker say that “Real friends / form a net”?
   F. The speaker understands that a net is used to catch items.
   G. The speaker considers friends to be a support system.
   H. The speaker believes that friends may often disappoint.
   J. The speaker is concerned about friendships.

3. What is the central message of the poem?
   A. Adolescence is a time of great adventure and independence.
   B. One must have friends in order to succeed.
   C. To protect those who are not able to protect themselves is a duty.
   D. Friends can be valuable during times of transition.

4. Which line from the poem brings to mind the image of an acrobat on an extended wire?
   F. walking on the boundaries
   G. of change,
   H. shaky, strange.
   J. form a net.

5. In stanza 2, which words does the poet use to create a mood of insecurity or self-doubt?
   A. will dare danger,
   B. mock or push each step.
   C. Some friends
   D. knock your confidence.

6. Which line best communicates the speaker’s feelings of distress?
   F. Day by day
   G. firm, familiar,
   H. the next step —
   J. will dare danger,

7. What is the most likely reason the poet uses dashes at the ends of lines 5 and 7?
   A. To suggest the importance of pausing to reflect before moving forward
   B. To highlight the need to rest on a journey
   C. To describe the skills necessary for walking a tightrope
   D. To explain why making decisions is challenging

8. Because the poem is written from the speaker’s point of view, the reader is better able to understand —
   F. how to establish friendships that will endure change
   G. the range of emotions experienced by the speaker when facing change
   H. the guide to follow when making decisions that involve change
   J. why people often mistake false friends as true friends
Walking on the Boundaries of Change

How does the poet describe friends in stanza 2?

Use your own words to summarize stanza 1 of the poem.

The poet uses the comparison of walking a tightrope as a metaphor for change. What metaphor would you use to express a change you have experienced? Explain the metaphor you choose.
Based on the progression of the ideas in the poem, what reasonable explanation do you have for the length of each stanza?

What criteria would you use to assess if a friend is a "real friend"? Rank the criteria from most important to least important and support your rankings.

Write an additional stanza that complements or extends the message of the poem "Walking on the Boundaries of Change."