



A1K3Y3

UNIT - 3

Points of View

ACTIVITY - 1

Read the following newspaper article from the Jalandhar News:

“Chaos Reigns as Traffic Rules Are Ignored” by Jatin Singh

Jalandhar, January 19

Here orders are made to ignore and rules made to forget. Callous disregard for public inconvenience on the part of the Municipal Corporation, Jalandhar (MCJ) and indifference on the part of traffic police is just the beginning of the problem that results in a chaotic traffic situation in the city.

In 2006, the MC passed orders banning the parking of scooters and four-wheelers along the tri-junction in front of its office. But the road leading from PNB Chowk to Jyoti Chowk is still today overcrowded with randomly parked vehicles. An official from the MC said, “We’ve done our part. We passed the orders properly. It’s not our job to police the streets.”

Even though years have elapsed since the delivery of the MCJ orders, we can see no visible efforts to correct the problem. It looks as if the orders were passed only to complete the official formalities and not for implementation.

The MC originally built a parking zone for the public by taking over some land from the Nehru Garden area, but use of the zone is mostly limited to employees of the corporation and a few nearby banks.

When The Tribune visited the parking area, there were just 15 cars and around 30 scooters parked, most of which belonged to these employees. At the same time, there were long queues of vehicles parked along the sides of roads. Vehicles on the road were parked in a haphazard manner, blocking the flow of traffic. The only ‘no parking’ signs we found were in hidden corners.

The busy area is famous for big chemist shops, bakeries, roadside eateries, and shoe-shops. Rainak Bazaar and Dilkhusa Market with their narrow lanes and heavy vehicular flow have turned into a nightmare for shoppers.

But, the traffic police blame this nightmare on these same shoppers. They claim that when a parking area



was constructed on a build-operate-transfer basis in August 2006, the public failed to utilise it.

“People here do not abide by the rules. These same people would never run a traffic signal abroad, but here they need constant supervision, which is impossible...” said a traffic police officer.

But, the people who frequent some of the city’s oldest bazaars in the area have their own justification. A passing student told this reporter, “The authorities charge too much for parking. Who will pay 25 bucks for only 15-20 minutes? If you just want to guzzle a tomato soup and have a quick bite at the tikki corner, you shouldn’t have to pay so much.” With the shoppers flouting traffic and parking rules and the authorities and police indifferent to the problem, the situation is doomed to chaos.



Help line

The newspaper name and author given in this unit are fictional for use in this exercise only. The story has been edited to ensure clarity in instructions and writing assignments. This story is derived from the following article published by Tribune News Service.

Tribune News Service, Riva. "Chaos Prevails as Traffic Rules Go for a Toss." Jalandhar Plus Online Edition, 19 Jan. 2010. Web. 11 Apr. 2012.
<<http://www.tribuneindia.com/2010/20100120/jplus.htm>>.

ACTIVITY - 2

When writers tell the ideas of other people, they can do it in different ways. One way is to show the exact words of the person by using direct quotation. Another way is to stay very close to the words and meaning, but without using a direct quotation. This can be called “reported speech”.

Example:

This is an example of a “direct quotation”. The author uses quotation marks to show us that the words inside them are exactly the words that Ben said:

Ben said, “Do you mean that you enjoy it?”

“Direct quotations” are written inside quotation marks. They show the exact words of the source.

Writing a person's ideas in quotation marks shows that the writer is using the exact words of the person. If a writer needs to change the exact words, this must be indicated with different punctuation.

This is an example of “reported speech”. Reported speech tells us the meaning of what Ben said but changes the grammar so that no quotation marks are used. Reported speech is often used in newspapers.

Ben asked Tom if he meant that he enjoyed painting the fence.

Rewrite the following direct quotations into reported speech.

1) An official from the MC said, “We’ve done our part. We passed the orders properly. It’s not our job to police the streets.”

2) “People here do not abide by the rules. These same people would never run a traffic signal abroad, but here they need constant supervision, which is impossible...” said a traffic police officer.



3) A passing student told this reporter, “The authorities charge too much for parking. Who will pay 25 bucks for only 15-20 minutes? If you just want to guzzle a tomato soup and have a quick bite at the tikki corner, you shouldn’t have to pay so much.”

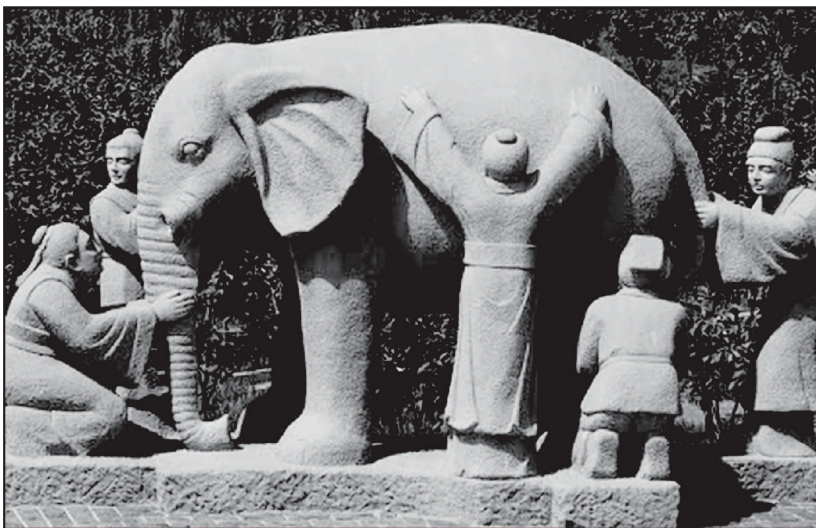
NEW WORDS I LEARNED IN THIS ACTIVITY:

ACTIVITY-3

Remember that a summary of a source is about the source. So a summary of “Chaos Reigns as Traffic Rules Are Ignored” by Jatin Singh, will not be about parking. It will be about the main ideas of the author, Jatin Singh. The author’s main idea is his “point of view,” his own judgment of the situation.

In the Jalandhar News, Jatin Singh put forth his view that “With the shoppers flouting traffic and parking rules and the authorities and police indifferent to the problem, the situation is doomed to chaos.

Notice that Jatin Singh did not speak these words, but they are the exact words that he wrote. We use quotation marks to show exact words written in texts as well as to show exact words that people speak.



“Point of view” is a particular way of thinking about something. Your point of view is influenced by the type of person you are and by your experiences.

In “Chaos Reigns as Traffic Rules Are Ignored”, we see the author’s point of view and the point of view of three other people. Look back at the story. Who are the three other people?

- 1) _____
- 2) _____
- 3) _____

NEW WORDS I LEARNED IN THIS ACTIVITY:

ACTIVITY - 4

“Point of view” is a common idiom. Idioms are groups of words that have a special meaning that is different from the ordinary meaning of each separate word. The best way to understand idioms is to listen and observe how they are used in different ways.

Think about these sentences that use the idiom, “put it in perspective”.

There are so many details. I have to look at the big picture to put it all in perspective.

He's really upset and scared to drive because he had a small car accident, but he needs to put it in perspective. It was just one time and he and the car are ok.

The unemployment rate seems high, but you have to put it in perspective. It's lower than it was last year.

What do you think “put it in perspective” means?

Think about these sentences that use the idiom, “take on things”.

This expert is coming to our meeting to share her take on things. We'll wait till after that to decide what to do.

This is only my take on things. I'm sure you will have a different perspective.

The artist and the scientist usually have a different take on things, but what if the artist *is* a scientist? That should be interesting.

What do you think “take on things” means?

ACTIVITY-5

The story of the blind men and the elephant is about different points of view. The story began in India, but it has spread all over the world. It's part of many religions and has many variations. This is one that was made into a poem by John Godfrey Saxe in the early 1870s.

Read the poem. Help classmates to understand new words and the meaning of the poem.

The Blind Men and the Elephant, by John Godfrey Saxe

1. It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.
2. The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"
3. The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"
4. The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a snake!"
5. The Fourth reached out an eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he;
- "Tis clear enough the Elephant
Is very like a tree!"
6. The Fifth who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"
7. The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"
8. And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!
9. MORAL
So oft in theologic wars,
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an Elephant
Not one of them has seen!

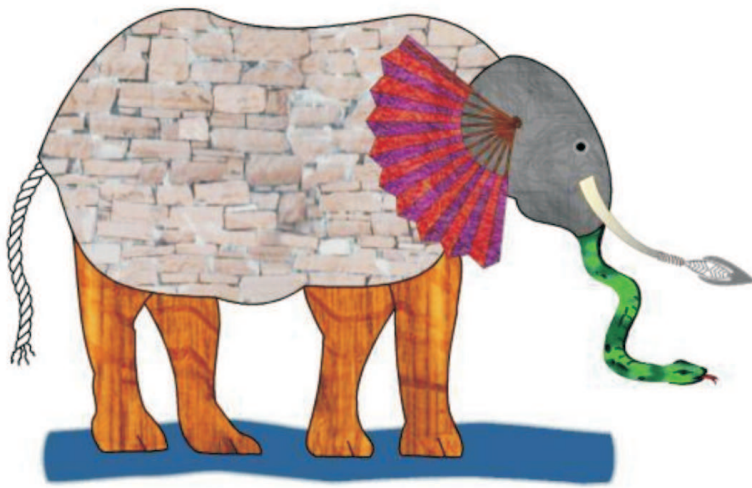
Read the poem underlining any words that are unfamiliar. Ask your classmates the meanings of words you don't know and share meaning you know that they don't. Help everyone in the class understand the poem.



Write the meanings of at least two new words you learned.

ACTIVITY - 6

Like “Chaos Reigns as Traffic Rules Are Ignored”, the poem, “The Blind Men and the Elephant”, by John Godfrey Saxe, shows the point of view of the poet and the points of view of other people.



Everyone has a
unique point of view.

Your point of view is
influenced by the type of
person you are and by
your experiences.

How many points of view are shown in “The Blind Men and the Elephant”? What are they?

Help line

An audio reading of the poem is available here: <http://www.youtube.com/watch?v=nTf3RDQ5Tf8>

Each time students read, have them mark unfamiliar words while reading. After reading, stimulate more thinking and speaking by always allowing students time to collaborate with each other to learn new words. Some students will be able to share knowledge with others. After this sharing, allow dictionary use or teach only those words that no one in the class is familiar with.

Three stanzas of the poem are in the poet's point of view and the rest express other points of view. Show the point of view expressed in each stanza on the chart. Then, tick the stanza that expresses the MAIN idea of the poet.

Stanza	Whose point of view is expressed?	Tick the stanza that expresses the main idea of the poet.
1		
2		
3		
4		
5		
6		
7		
8		
9		

Compare your chart with the chart of your classmates', if others have different answers, discuss everyone's idea until all agree on which stanzas express each point of view.

ACTIVITY - 7

In John Godfrey Saxe's poem, "The Blind Men and the Elephant," which stanzas use direct quotation?

Help line

Students are not expected to understand new concepts on the first hearing. Some concepts, such as the use of ellipses and brackets are not intended to be mastered. Teachers may simply see them as exposure to an idea that will help students to understand reading more thoroughly. Students will try them out in their writing, but are not expected to master their use. The teacher can encourage students to notice them in reading and to speculate what might be changed. Teachers can find original sources and allow students time to compare with the edited version to improve their close reading skills

Remember that writing a person's ideas in quotation marks shows that the writer is using the exact words of the person. When we write about sources, sometimes we want to modify an exact quotation to fit better with our own ideas or to make the meaning clearer for the reader. When we do this, we use special punctuation to show that the words inside the quotation marks have been changed.

Words inside quotation marks are exact except...

Writing a person's ideas in quotation marks shows that the writer is using the exact words of the person. **If a writer wants to change the exact words, this must be indicated with different punctuation.**

For example, a change in what Ben said, "Do you mean that you enjoy it?" might be shown this way:

Deleting part of what Ben said, we use ellipses:

Ben asked, "...You enjoy it?"

Adding something to what Ben said, we use brackets:

Ben questioned, "Do you mean that you enjoy [painting the fence]?"

In the poem, six stanzas use direct quotation. Choose one direct quotation to rewrite.

1) Rewrite the exact words of the direct quotation.

2) Look carefully at the examples. Rewrite the quotation you chose using ellipses to delete something that you feel is not necessary for understanding the meaning.

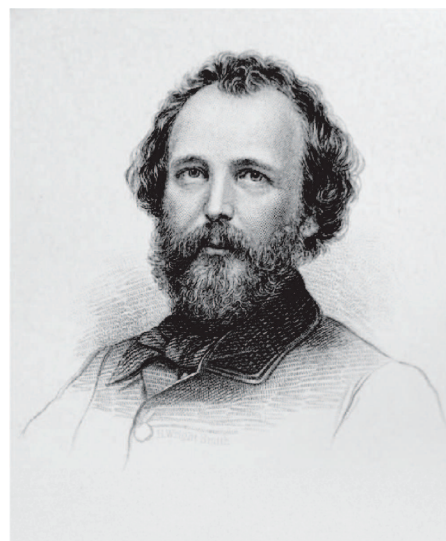
3) Rewrite the quotation you chose using brackets to add something that will make the meaning clearer for someone who has not read the poem.



Be careful when changing the words of other people!

Check your work. Is every word exact EXCEPT for the words you replaced with ellipses or added in brackets?

Would John Godfrey Saxe approve of your changes to his poem?



http://www.flickr.com/photos/wy_jackrabbit/4419235272/

NEW WORDS I LEARNED IN THIS ACTIVITY:

ACTIVITY-8

Remember that we said that when writers tell the ideas of other people, they can do it in different ways. One way is to show the exact words of the person by using direct quotation. Another way is to modify the quotation with special punctuation. Another way is with reported speech, which is often used in newspapers. One more way is with paraphrase.

“Paraphrase” means that a writer accurately expresses the ideas of sources in her own words.

“Paraphrasing” is different from reported speech. Reported speech changes the grammar of a direct quotation, but it stays very close to the words of the source. Reported speech is often seen in newspapers. **Paraphrase** keeps the idea of the source, but changes the way it is expressed into the writer's own words.

Help line

Writing terms are used in different ways. Decide on the most appropriate terms for your students to help them understand the difference between paraphrase and summary. Reported speech is often used in newspapers but not in academic work. At these stage, we can expose students to the ideas of using other people's ideas without too much concern about detailed use.



Rewrite the stanza in the poem, “The Blind Men and the Elephant”, that expresses John Godfrey Saxe’s main idea in your own words. In other words, paraphrase Saxe’s idea. Remember to say that this is Saxe’s idea.

Stop, think, would John Godfrey Saxe agree that you have expressed his idea accurately? Check your work, did you reference Saxe so that readers will know you have written about his idea?

Share your paraphrase with other writers in your class. Find one writer who expressed Saxe’s idea in a different way. Write your classmate’s way of expressing Saxe’s main idea.

Sit with your classmate. Compare your way of paraphrasing Saxe with your classmate’s way. Discuss whether the two paraphrases have the same meaning. Use the paragraph to help you write about your discussion. Use the last line of the paragraph below to record whether you decided that the meanings were the same, different, similar, agree, disagree, etc.

I discussed my paraphrase with my classmate, named _____. My classmate had a different way of expressing the main idea of “The Blind Men and the Elephant” by John Godfrey Saxe. My classmate wrote, “_____”, but I wrote, “_____”. We decided that the meaning of our paraphrases _____.

Write a sentence that 1) is about the poem, 2) is neutral, 3) references the poem, and 4) tells the main idea of poet. You can use the patterns in Unit 1, Activity 9 and your paraphrase to help you.



ACTIVITY-9

Look back at the newspaper article, ““Chaos Reigns as Traffic Rules Are Ignored””, by Jatin Singh. The sentence that best describes Jatin Singh’s point of view is

“With the shoppers flouting traffic and parking rules and the authorities and police indifferent to the problem, the situation is doomed to chaos.”

- Jatin Singh

Reference the source and then rewrite the quotation from Singh in your own words. In other words, paraphrase Singh’s main idea.

Stop, think, would Jatin Singh agree that you have expressed his idea accurately? Did you reference Singh so that readers will know you have written about his idea? If you need to, you can use the patterns in Unit 1, Activity 9 to help you reference Singh.

Remember that a summary needs to about the ideas of the author and to give a few details from the source that show **how** the author expressed his main idea? Jatin Singh expressed his main idea by showing the opinions of other people.

Write three details that show other people’s points of view that Singh used to express his main idea. You can use direct quotation, carefully change the quotations with ellipses or brackets, or paraphrase to show these ideas. Using a combination of ways to express other people’s ideas will make your writing more interesting. Be sure to say whose ideas they are!



- 1) is about the source.
- 2) is neutral.
- 3) references the source.
- 4) starts with the main idea of the source.
- 5) contains a few details that show how the author expresses the main idea.

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 or other markings on the paper.

Notice that the poem, “The Blind Men and the Elephant”, by John Godfrey Saxe has the same **structure** as “Chaos Prevails as Traffic Rules Go for a Toss”, by Jatin Singh. Remember that we use the word “structure” to talk about the sequence of ideas. Structure also describes how the main idea is connected to all the other ideas in a story, article, or poem.

“Structure” describes the way ideas are sequenced and connected, to each other, and to the whole.	“Structure” is the way that the parts of something are put together to make the whole. In writing, we talk about structure to describe the sequence of ideas and how those ideas are connected to each other and to the main idea. Writers can use the same structure to express many different ideas. Noticing the structure that sources use can help you organize your own ideas.
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PEER REVIEW CHECKLIST						
writer's name	about source	neutral	reference	main idea	Do details show how main idea is expressed?	Your suggestions to help writer improve

Take some of their suggestions to improve your own writing. Remember every writer knows that writing can always be improved! Find at least one way to improve your summary. Make the changes, then record what you did here.

I improved my summary by changing

