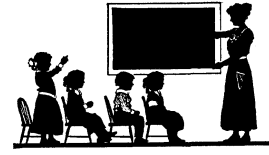


## **WEEKLY UNIT 4:**

### ***Choosing Topic & Audience; Introducing Point of View & Personification***

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#### ***Unit 4, Lesson 1: People are the Reason for Writing***

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##### **Today's Lesson:**

1. Although a writer may write notes to himself or write down his thoughts and feelings to help himself sort them out according to God's Word, the normal reason for writing is for someone other than the author to read it.
2. If, then, people are the reason for writing, it would be a good idea for you to begin this level by listing again the people whom you believe the Lord would have you serve through writing this year. You will likely want to consult the list you made in Level Two, but because you are now more comfortable and skillful with writing, you should be able to add several others to your list. Begin that list today.
3. Pray that God will bring to mind others who would be blessed by your letters. Add those names to your list as you think of them.

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#### ***Unit 4, Lesson 2: Choosing Topics that will Minister to People***

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##### **Today's Lesson:**

1. While it is true that you should write about topics that are of interest to you, why is that not the most important reason for choosing a topic? [*ANSWER: Writing is for others; therefore, the topic should, most importantly, be pleasing to God, and secondly, be of interest to others.*]
2. As in past years, keep a list of possible topics and ideas on a sheet in your English notebook. You might entitle the list "Fuel for Writing." For topic ideas, look at your list of people to write during this year; consider topics that might be of interest to each of them. Write the name or initials of the person(s) who would enjoy each topic in parentheses after the idea.

3. Use the "TOPIC IDEAS" in the Appendix section to help you begin your "Fuel for Writing" list. Remember that these ideas are offered to stimulate your thinking, not to give you ready-made topics for writing. Return to this list whenever you need inspiration for choosing a topic.
4. Because you are now writing narrative paragraphs, as well as descriptive ones, you should have a much wider range of topics to choose from. **Do not overlook the common, everyday experiences and events as subjects for writing.** Grandparents and friends, for instance, will be interested in knowing how you accomplish your daily tasks and what you are learning through them. Again, ask the Lord to help you choose topics that will be interesting and helpful to others.




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**Unit 4, Lesson 3:**
**Introducing Point of View**


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**Today's Lesson:**

1. An interesting and enjoyable way to focus on a subject, especially a commonly experienced one, is to look at it from a different point of view. Your normal point of view is how you at this age experience life. But if you put yourself in the place of another person, or object, or animal and try to see life from its point of view, you may become acquainted with fascinating and entirely new ideas about and appreciations for your experience.
2. Consider cleaning your room, for instance. That is certainly a common, everyday experience, isn't it? But what other perspectives can you think of from which to view the cleaning of your room? If you are having difficulty with that task, sit on your bed and think of all the people and objects that might have an opinion about how and when and why you do (or should!) clean your room. [*ANSWER: Mother, Father, another child who shares the room, another child who doesn't share the room, the bed, the lamp or light fixture, the closet, etc.*]
3. On notebook paper, list these people and objects—and any others you may think of—leaving several lines between each. Then, after each person or object, write the opinion or perspective each might have about how or when or why you do clean your room.
4. Here are a few examples of the types of different points of view various people or things could have on the same subject:
  - A. A mother may be pleased with a child who always keeps his room neat and clean, and she may be relieved that she does not have to worry about that task being done. She would describe the cleaning of your room from that perspective.

- B. A father may see a child who is not faithful in picking up his room and, therefore, may be reconsidering teaching the child a new skill, fearing that the child would be unfaithful in it also. His narrative would take that point of view.
  - C. The bed may enjoy being made neat and tidy each morning so that he can preside over the well-groomed room each day.
  - D. The light fixture or lamp may be thankful when he is turned out so he does not have to see the mess that is often before him.
  - E. The closet could complain of frequent indigestion from being stuffed overly full each time the room is "cleaned."
5. As you go about your day, try to look at events in your life from different perspectives than your own. See if you find this experiment to be helpful to you in any way.



**Unit 4, Lesson 4:      *Experimenting with Point of View; Introducing  
Personification***

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**Today's Lesson:**

1. Have you ever seen men cutting down a towering cottonwood tree standing in a very narrow yard between two houses? This is quite an event. Since it cannot be cut at the base and allowed to fall for danger of hitting houses and people, each limb must be cut down bit by bit and lowered by rope to the ground. When all the limbs have been removed, the trunk must be cut, three foot section by three foot section, with each trunk segment lowered by rope to the ground. The process requires hours to accomplish. The tree cutting would be a wonderful topic for narrative writing, wouldn't it? But think of how exciting it could be to write about the event from another perspective. How many appropriate points of view can you name for this incident? Add them to yesterday's point of view exercise in your English notebook.
2. When you have written all you can think of, look at this list to see if there are any additional ideas: the tree; a squirrel or bird or insect that lives in the tree; the house beside the tree; the shade-loving flowers that have been shielded by the tree; the neighbor boy who climbed in the tree; the lady who planted the tree and watched it grow; the man who is up in the tree, cutting it down.
3. What must happen if you write about an event from the perspective of an animal or object?

Can it talk in intelligible words? Can it think the way humans can? No, of course not. Therefore, you must imagine the thoughts or words they would have in their relationship to the event you are describing. Giving human characteristics or abilities to non-human objects or beings is called **PERSONIFICATION**. Although personification is often used in imagined—or *fictional*—stories, it can be used to give a unique perspective to true events as well. You will want to experiment with personification in some of your writing projects this year.

4. As you read or listen to stories and books, be alert for instances of personification.



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**Unit 4, Lesson 5:     *Applying Point of View and Personification to Various Topics***

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**Today's Lesson:**

1. How might using a different point of view, possibly including personification, be used in writing narratives to be included in friendly letters? Do you know anyone whose day might be gladdened by a look at the world from an earthworm's eyes? Or an eagle's? Using different points of view is a way to add variety, interest, and new understanding to one's writing, and it will often add a spark of enjoyment to the life of the one who reads it.
2. But CAUTION! Although seeing life from varying points of view can be interesting and fun, every writing project should not be written from an unusual point of view. As you practice narrative and descriptive paragraphs this year, limit yourself to three or four from different points of view. This will give you opportunity to expand your topic choices and to practice this skill without overdoing it. But be sure to keep in mind the principles of gracious and God pleasing writing that you have learned.
3. Look through your list of topic ideas from Day 2. Select four of them that would benefit from a unique perspective. On notebook paper—the same page, if there is room—list several possible unusual points of view by each of the topics you selected. Refer to this list when you are choosing topics and audiences this year.
4. Consider also writing several of your book reports this year using a point of view other than your own. As discussed earlier, this can be done by writing from the perspective of a main character, a person who knew the main character, etc.
5. **Creative Writing Option:** Finally, to add variety to your writing projects, this year consider at some time writing a description or short narrative suitable for a child's book or greeting card booklet.

- A. By placing faint pencil lines on good quality plain paper, you can neatly pencil your paragraph, a few words at a time, on each of several pages. Look at children's books or greeting cards to see how sentences can be divided on different pages.
- B. Add your favorite illustrations. Then, go over your writing with pen or marker so it will be permanent and can be easily read.
- D. Finally, arrange the pages in correct order in booklet form, punch holes, and fasten with yarn or narrow ribbon.
- E. Vary this plan in any way you can devise to create other unique uses for your writing. See the "Topics Suggestions" list in the Appendix section for other ideas.