

Lights Out, Voices In

A model narrative of one crisis seen three ways.

ELA.11.C.1.2 "Write complex narratives using appropriate techniques to establish multiple perspectives."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each character's thoughts or judgments, then write M, O, or L beside each underlined section for Maya, Mr. Ortiz, or Leo. These details show how the same event creates different perspectives.

Before the Curtain

- ① At 6:42, the auditorium went black two minutes before the student play was scheduled to begin. From the booth, Maya, the stage manager, heard the audience shift in their seats and pictured the lighting plan dissolving. Her fingers hovered over the control board, useless without power. Downstairs, Mr. Ortiz, the custodian, aimed his flashlight at the exit signs. He had seen panicked crowds after storms, so he counted doors, checked each latch, and listened for anyone crying. In the front row, Maya's brother Leo squeezed his program. He had come to watch Maya's name appear in the credits, but now he wondered whether the darkness meant the show was over.
- ② Then Maya's phone vibrated with a message from her father, who was waiting outside: "The block lost power, but the emergency generator may work." Maya read it twice. To her, the message sounded like a narrow bridge, something risky but possible. She ran to Mr. Ortiz and suggested moving the actors into the lobby, where the generator powered lamps. Mr. Ortiz frowned. The lobby's glass doors opened onto a wet sidewalk, and he imagined families bunching too close to the entrance. Leo, overhearing them, thought adults were making the problem larger. In his mind, a play did not need spotlights. It needed actors who were brave enough to start.
- ③ Mr. Ortiz tested the generator, and its rumble filled the lobby. He still wanted everyone seated near the interior wall, yet he saw Maya studying the actors, not the equipment. She was weighing what the interruption had cost them. Maya accepted his safety plan and asked the cast to perform a version by lamp light. Leo groaned when the first scene began without music. Then an actor spoke directly to the audience, and Leo noticed how quietly everyone listened. From the booth, Maya watched Mr. Ortiz stand at the door, alert but smiling. What had begun as her failure now looked to her like a performance the group had built together.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Maya view the power outage at the beginning, and how does her view change by the end?

2 What safety concern shapes Mr. Ortiz's response to Maya's plan? Use one detail from the passage.

3 How does Leo's perspective on the problem differ from Mr. Ortiz's perspective in paragraph 2?

4 Name two techniques the writer uses to make the perspective shifts clear.

3 YOUR TURN _____ Your own words

Write a 150 to 200 word scene about an unexpected event witnessed by three characters. Show each character's distinct concern or interpretation, signal perspective shifts through thoughts, actions, or location, and end with one character understanding the event differently.

PART 1 • READ AND MARK

Underline each character's thoughts or judgments, then write M, O, or L beside each underlined section for Maya, Mr. Ortiz, or Leo. These details show how the same event creates different perspectives. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Maya view the power outage at the beginning, and how does her view change by the end?	At first, Maya sees the outage as the loss of her lighting plan and a failure. By the end, she sees the lamp-lit performance as something the group built together.
2	What safety concern shapes Mr. Ortiz's response to Maya's plan? Use one detail from the passage.	He worries that families will crowd near the lobby entrance because its glass doors open onto a wet sidewalk.
3	How does Leo's perspective on the problem differ from Mr. Ortiz's perspective in paragraph 2?	Leo thinks adults are making the problem larger and believes brave actors can begin without spotlights. Mr. Ortiz focuses on the risk of keeping families near the lobby entrance.
4	Name two techniques the writer uses to make the perspective shifts clear.	The writer names and places each character in a different location, and includes characters' thoughts or judgments, such as Maya picturing the lighting plan dissolving and Leo thinking adults are making the problem larger.

PART 3 • YOUR TURN (SAMPLE ANSWER)

When the river siren sounded during the Saturday market, Inez gripped the jar of honey she had been about to buy. From her stall, the rising water looked like a brown ribbon, still far from the curb. She worried less about herself than about the hand-painted signs she had spent weeks making. Across the street, Officer Bell watched shoppers hesitate. He knew the river could cover the bridge quickly, and every paused conversation felt dangerous. He called for vendors to leave their tables and directed families toward the library steps. Twelve-year-old Omar heard only that his bicycle was locked beside the bridge. He started to run back, certain the adults did not understand. Then he saw Officer Bell carry an elderly vendor's crate while Inez tied her signs to a railing instead of saving them. Omar unlocked his bicycle and offered it to the vendor. As the crowd climbed the steps, he understood that leaving something behind could protect someone else.

Accept answers that accurately connect each character's perspective to specific details in the passage. For the writing task, accept varied events and characters if the response has three distinct perspectives, clear shifts, and a meaningful change in understanding.