Views at the Station

Track how details reveal each character's point of view.

ELA.8.R.1.3 "Analyze how an author develops and individualizes the perspectives of different characters."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that show what each character thinks about the station. In the margin, write M, D, or E beside each detail to show whose perspective it develops.

Last Stop

1 Rain tapped the skylights of the nearly empty train station as Mara unfolded her grandfather's old map on a bench. The town council planned to replace the station with a parking garage, and Mara had come to photograph its tiled walls before demolition began. She traced the blue route lines with one finger, imagining her grandfather at sixteen, leaving for his first job. To Mara, the cracked clock and worn ticket window were not junk. They were proof that ordinary lives had passed through this room.

2 Across the hall, Devon, whose family owned a grocery near the station, studied the puddles spreading beneath a leak. He had spent two winters carrying boxes through flooded sidewalks when trains were delayed. "A garage would bring customers," he said, folding his arms. He noticed that Mara photographed every chipped tile but ignored the broken heater. Devon did not dislike the building's history. Still, he believed the town needed a useful place where shoppers could park, especially during the Saturday market.

3 Eli, the station's caretaker, arrived with a toolbox and listened without interrupting. He had repaired the clock three times, yet he also kept a notebook of the station's costs. When Mara asked him to speak against demolition, he looked at the dark ceiling. "This place deserves respect," he said, "but respect can mean saving what matters." Eli suggested moving the clock, map case, and several tiles to the library. His plan showed that he valued the station's memories while facing the problems Devon saw.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Mara's perspective on the station seem to be? Use two details from the passage to support your answer.

2. How is Devon's perspective different from Mara's perspective? Explain how one action or statement from each character shows the difference.

3. How does the author develop Eli as a character with a more balanced perspective? Use evidence from his actions, words, or plan.

4. How do the characters' dialogue and actions help individualize their perspectives on demolition?

3 YOUR TURN

Your own words

Write a 3 to 4 sentence scene about two people who disagree about changing a place in their community. Show each person's perspective through dialogue, actions, thoughts, or details they notice.

ANSWER KEY

Views at the Station

GRADE 8 · ELA.8.R.1.3

PART 1 · READ AND MARK

Underline details that show what each character thinks about the station. In the margin, write M, D, or E beside each detail to show whose perspective it develops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Mara's perspective on the station seem to be? Use two details from the passage to support your answer.	**Mara sees the station as a meaningful connection to ordinary people's lives and her grandfather's past. She photographs the tiled walls, traces her grandfather's map route, and calls the clock and ticket window proof of lives that passed through the room.**
2	How is Devon's perspective different from Mara's perspective? Explain how one action or statement from each character shows the difference.	**Devon focuses on the station's practical problems and the need for customer parking, while Mara focuses on its history and memories. Devon studies leaks and says a garage would bring customers, while Mara photographs old tiles and imagines her grandfather leaving for work.**
3	How does the author develop Eli as a character with a more balanced perspective? Use evidence from his actions, words, or plan.	**Eli values the station's history but recognizes its costs and damage. He repairs the clock, keeps notes about costs, says respect can mean saving what matters, and proposes moving important objects to the library.**
4	How do the characters' dialogue and actions help individualize their perspectives on demolition?	**Mara's photographing and remembering show an emotional, historical view. Devon's comments about customers and his attention to leaks show a practical business view. Eli's careful listening and preservation plan show a compromise-minded view.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Nia stared at the empty lot where the old basketball court had stood. "They should rebuild the court," she said, gripping her worn ball, because it was where her brother had taught her to shoot. Mr. Chen measured the lot for a community garden and explained that neighbors needed fresh food nearby. Nia watched him mark the soil and realized that he saw the space differently, not carelessly.

Accept answers that accurately connect specific character details to Mara's historical perspective, Devon's practical perspective, and Eli's balanced perspective. For the writing task, accept varied settings and conflicts if two distinct perspectives are developed through concrete character details.