

A Place in the Poem

Explain how perspective, a mentor and a symbol change the plot.

9.T.T.1.a “Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this original classroom fiction. Underline any one detail showing Mara's view and one showing her father's view. Circle the yellow card each time it appears. Mark the moment when Mara chooses to accept help.

The Yellow Card

- ① Mara stood behind the library's reading-room curtain, folding a yellow card into smaller and smaller squares. On it, Mr. Vale had written the opening lines of her poem. “A reminder is allowed,” he had said during rehearsal, but Mara had wanted to recite from memory. Her father was in the audience, hearing her work for the first time. She imagined him comparing her with her grandmother, who had read poems at this same event for years. When Mr. Vale held out his hand, Mara gave him the card. She would need no rescue from a forgotten line.
- ② At the lectern, the first two lines came easily. Then Mara saw her father lean forward, and the third line vanished. A chair scraped the floor. Mr. Vale, waiting beside the curtain, saw her grip the empty edges of the lectern. He knew that grip from rehearsal: she was trying to force the words back. He lifted the unfolded yellow card where she could see it, but did not speak for her. Mara could leave the silence unbroken or let everyone see that she needed a prompt. “May I have the card?” she asked.
- ③ In the front row, her father had leaned forward because he wanted to catch every word. He had never expected her to sound like her grandmother. Now he watched her accept the card, smooth its creases and begin again. The pause made him listen more closely; he heard a line about the kitchen where they used to shell peas together. When Mara finished, she did not hide the yellow card in her pocket. She laid it beside the lectern for the next reader, blank side up. Her father clapped, glad that she had stayed long enough to share her own poem.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How do Mara's assumption and her father's actual viewpoint create different understandings of the same event?

- 2** How does Mr. Vale fill a mentor role while leaving Mara responsible for the turning point?

- 3** How does the yellow card's changing meaning connect to the plot? Use details from the beginning and end.

- 4** Explain how the shift to the father's viewpoint changes the effect of Mara's pause.

Your own words

Write a 120–160 word explanation of how at least two narrative techniques work together in this story. Choose from perspectives, plot structure, the mentor role and symbolism. Use two precise passage details and explain how their interaction develops a meaning or audience effect. Go beyond listing techniques: show how one changes the effect of another.

Explain the interaction

Write 120–160 words with two precise details and connected reasoning.

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, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this original classroom fiction. Underline any one detail showing Mara's view and one showing her father's view. Circle the yellow card each time it appears. Mark the moment when Mara chooses to accept help. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Mara's assumption and her father's actual viewpoint create different understandings of the same event?	Mara assumes he will compare her with her grandmother and reads his leaning forward as pressure. He actually wants to hear her own words. The later viewpoint reveals that part of the conflict comes from Mara's assumption.
2	How does Mr. Vale fill a mentor role while leaving Mara responsible for the turning point?	He recognizes her difficulty and offers the card without speaking for her. Mara must choose to ask for it, so the mentor provides support while she acts.
3	How does the yellow card's changing meaning connect to the plot? Use details from the beginning and end.	Mara initially folds it and gives it away as if a reminder would signal failure. After accepting help, she leaves its blank side for another reader, suggesting support can be shared. The card makes her choice visible.
4	Explain how the shift to the father's viewpoint changes the effect of Mara's pause.	From Mara's viewpoint, the pause exposes a feared failure. Her father instead listens more closely and values her own poem. The shift turns the same pause into a chance for connection, supporting the outcome.

PART 3 · YOUR TURN (SAMPLE ANSWER)

The shift in viewpoint changes how readers understand the yellow card and Mara's pause. At first, Mara imagines that her father expects her grandmother's confidence, so she treats the prompt as proof that she cannot perform alone. Mr. Vale's mentor role creates a turning point without taking over: he holds up the card, and Mara asks for it. The father's viewpoint then reveals that he wanted to hear her own words all along. Her pause makes him listen more closely instead of disappointing him. This reversal helps readers reinterpret the card as support rather than failure. When Mara leaves its blank side for the next reader, the symbol extends beyond her private fear into something she can offer others. Perspective and symbolism therefore work through the plot to suggest that accepting help can make personal expression possible.

TEACHER ASSESSMENT NOTES

Accept supported interpretations, including qualifications about what each character knows. The card is explicitly written on one side; its blank side remains available to another reader. The model explains interactions among viewpoint, mentor action, plot and symbol within 120-160 words. The standard calls for describing how techniques interact, so the final task is textual explanation rather than an unrelated story constrained to exactly six sentences.