The narrator in ***Shiloh*** is Marty, one of the main characters in the story. He uses the words I, me, and we as he tells the story from the first-person point of view. The reader is able to make inferences about Marty by finding out how he thinks and feels about events. We have no way of knowing what other characters are thinking unless they tell Marty. The story would be told differently if another character were the narrator. Rewrite the scene of Judd coming to Marty’s house to pick up Shiloh. You will be writing from the first-person point of view of Judd or Shiloh.

**Assignment:**

1. Pick one character, Judd or Shiloh.
2. Create a bubble map by using Inspiration. Your main character should be in the center. Make an inference about your character by identifying at least three adjectives to describe him. From each adjective, add a minimum of two bubbles including text support for your inference.
3. Rewrite the scene of Judd coming to Marty’s house to pick up Shiloh from your character’s point of view. Remember, you should be using worlds such as I and me as you retell the story.

**Rubric:**

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| |  | | --- | | Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Point of View** | The writer wrote in first person from Judd or Shiloh’s point of view. The writer includes words such as I, me, my and we. The point of view is carried throughout the entire essay. | The writer wrote in first person from Judd or Shiloh's point of view. The writer includes words such as I, me, my and we. The point of view is carried throughout the most of the essay. | The writer wrote in first person from Judd or Shiloh's point of view. The writer does not include words such as I, me, my and we. The point of view is not carried throughout the essay. | The essay is not written from Judd or Shiloh's point of view. |
| **Support for Topic (Content)** | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| **Sequencing (Organization)** | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |