

4. A Different Point of View

This activity illustrates empathy, while using “point of view” to tell the stories.



Materials Needed:

Book *Marianthe’s Story: Painted Words and Spoken Memories (Marianthe’s Story)*

by Alik

Book *“The Whispering Cloth: A Refugee’s Story”* by Pegi Deitz Shea

BLM 4-3

Read *Marianthe’s Story: Painted Words and Spoken Memories (Marianthe’s Story)* by Alik.

This story is told in two parts:

In **“Painted Words”**, Marianthe’s paintings help her communicate with her peers in a new school and country.

In **“Spoken Memories”**, Marianthe is finally able to use her growing vocabulary to tell the story of the paintings she created. She is able to share with her classmates her memories of her homeland and how she came to be uprooted with her family to their new country.

Discuss:

- Book style – a “turnaround” book, narrative.
- From whose point of view is the story told?
- What are the “issues” in the storyline?

Supporting text:

Read *“The Whispering Cloth: A Refugee’s Story”* by Pegi Deitz Shea.

This story tells of a child living in a refugee camp who embroiders her life story and dreams of freedom.

Compare and contrast both children’s experiences of being refugees.



(Use optional Venn diagram **BLM 4-3** for student recording.)

Think about the life of the person in the *Grade 4 Poster* image.

What perspectives would different people bring to the story of the life of the person in the poster – from the perspective of the person/a family member/someone passing that person on the street/someone who helps that person.

Teacher Notes:



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Compare the life experiences of Mari and Mai in these two books.

