COMMON CORE CONNECTION: FROM YOUR POINT OF VIEW

Work of Art: *An Accident*, Pascal-Adolphe-Jean Dagnan-Bouveret, 1879

COMMON CORE CONNECTION: Reading Language Arts and Literacy
Informational Text: Craft and Structure: Assess how point of view or purpose shapes the content and style of a text.

OVERVIEW
Students will read a story from the perspective of the hurt child in the painting. Using their creativity and analytic skills, they will construct their own story from the perspective of a character in the painting.

ACTIVITY
1. Project the image for the students to see and ask students to identify the main character of this painting (i.e. the little boy). Read (or have a student read) the following text which tells a story about this painting from the little boy’s point of view:

   **Psst! Over here—see me?** I’m the little boy in the middle that everyone looks so worried about, but I’m not worried. Do you know why? Because this doctor says that I’ll be just fine. I was out playing in the nearby field when I had an accident. I tripped and cut my hand. My mom says I need to be more careful and watch where I’m going. I didn’t want to play today but my little brother begged me to go. I was sure glad he was there. He ran right home and told mom and dad. And boy, was it my lucky day, there was a doctor passing through town! That’s him right there, facing me and bandaging me up. The only problem is, I wish my family wouldn’t worry so much. The way they are all standing around is making me nervous. But I’ll be strong and show my little brother that I’ll be all right. The doctor brought along a friend of his who’s an artist. He asked if he could paint a picture of us. I don’t know why he’d want a picture of this; I thought artist’s only painted pretty things. The doctor says that I’m not allowed to play until my hand is all better. You bet I’ll be more careful next time. The artist said that his painting of us is going to be shown to a lot of people in Paris! It’s going to be displayed in a place called “The Salon.” He says they give out prizes to the best paintings. I hope he wins.

2. Divide the class into five groups. Discuss with the students how “perspective” or a “point of view” can change according to a character. Assign a character from the painting to each group.
   - Little Boy in the back
   - Balding Peasant
   - Lady in Black
   - Crouching Woman
   - Cat

3. Students can work as a group or individually to analyze the scene from the perspective of their character. Have them write a first-person account of what caused the accident or the steps leading up to it according to their character. If students have difficulty coming up with their story, use the following questions to stimulate their discussion.
   • What do you notice about your character (clothing, expression, etc)?
   • What do you see from where you are standing? What do you hear from where you are standing?
   • What is your character doing in the painting? Why do you think this is the case?
   • What is your character’s relationship to the boy? What makes you say that?
   • From your character’s point of view, how do you think the boy hurt himself? How do you think the boy is feeling?

4. Ask students to share their stories with their classmates. Discuss how the story differed depending on who was telling the account. Discuss whether students agree or disagree with one another.