LITERARY FOCUS: FIRST-PERSON POINT OF VIEW

Every story has a storyteller, or narrator, and is told from a point of view. When the narrator is also a story character, the story is told from the first-person point of view. If the narrator tells the story and never takes part in the action, the story is told from the third-person point of view. Once a narrator refers to himself or herself as I, you know immediately that the story is told in the first person. Here are some examples of types of narration:

<table>
<thead>
<tr>
<th>First-Person Narration</th>
<th>Third-Person Narration</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the sun went down, I could barely see my hands in front of my face. It was that dark. I shivered and headed for my tent.</td>
<td>When the sun went down, Mike could barely see his hands in front of his face. It was that dark. Mike shivered and headed for his tent.</td>
</tr>
</tbody>
</table>

In “Storm,” Gary Paulsen, the narrator, tells his true adventure story in the first person.

READING SKILLS: FINDING THE MAIN IDEA

The main idea is the most important idea in a piece of nonfiction. Sometimes a writer states the main idea directly. At other times the writer only hints at the main idea and lets the reader infer it, or guess what it is.

To find the main idea, follow these steps:

- Look at the key details or important events in the text.
- Look for an idea that is stated several times in different words.
- Look for key passages where the writer sums up the main idea.
- See if the title suggests the main idea.
- Create a main idea statement that is supported by the details.

Be aware that there may be more than one main idea in a piece of writing.
**PREVIEW SELECTION VOCABULARY**

Before you read “Storm,” become familiar with these words.

**disengage** (disˈin-gəj′) **v.** unfasten.

Before I disengage the leash, I get the dog under control.

**regain** (ri-gān′) **v.** recover.

I stopped to let the dog rest and regain her strength.

**emit** (ē-mit′) **v.** give out; send forth.

Dogs emit quick breaths when they pant.

**PREFIXES**

A prefix is a word part added to the beginning of a word or to a base to create a new word. The chart below shows some common prefixes and how they are used. Look for prefixes as you read the story that follows.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis–</td>
<td>away, opposing, not</td>
<td>disagree, disapprove</td>
</tr>
<tr>
<td>re–</td>
<td>again, back, anew</td>
<td>react, rebuild, replay</td>
</tr>
<tr>
<td>e–</td>
<td>out</td>
<td>emotion, emigrate</td>
</tr>
</tbody>
</table>
It is always possible to learn from dogs, and in fact the longer I’m with them, the more I understand how little I know. But there was one dog who taught me the most. Just one dog. Storm.

First dog. . . .

Joy, loyalty, toughness, peacefulness—all of these were part of Storm. Lessons about life and, finally, lessons about death came from him.

He had a bear’s ears. He was brindle colored1 and built like a truck, and his ears were rounded when we got him, so that they looked like bear cub ears. They gave him a comical look when he was young that somehow hung on to him even when he grew old. He had a sense of humor to match his ears, and when he grew truly old, he somehow resembled George Burns.2

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1. brindle colored: gray or brown and streaked or spotted with a dark color.
At peak, he was a mighty dog. He pulled like a machine. Until we retired him and used him only for training puppies, until we let him loose to enjoy his age, he pulled, his back over in the power curve, so that nothing could stop the sled.

In his fourth or fifth year as a puller, he started doing tricks. First he would play jokes on the dog pulling next to him. On long runs he would become bored, and when we least expected it, he would reach across the gang line and snort wind into the ear of the dog next to him. I ran him with many different dogs and he did it to all of them—chuckling when the dog jumped and shook his or her head—but I never saw a single dog get mad at him for it. Oh, there was once a dog named Fonzie who nearly took his head off, but Fonzie wasn’t really mad at him so much as surprised. Fonzie once nailed me through the wrist for waking him up too suddenly when he was sleeping. I’d reached down and touched him before whispering his name.
Small jokes. Gentle jokes, Storm played. He took to hiding things from me. At first I couldn’t understand where things were going. I would put a bootie down while working on a dog, and it would disappear. I lost a small ladle\(^3\) I used for watering each dog, a cloth glove liner I took off while working on a dog’s feet, a roll of tape, and finally, a hat.

He was so clever.

When I lost the hat, it was a hot day and I had taken the hat off while I worked on a dog’s harness. The dog was just ahead of Storm, and when I knelt to work on the harness—he’d chewed almost through the side of it while running—I put the hat down on the snow near Storm.

Or thought I had. When I had changed the dog’s harness, I turned and the hat was gone. I looked around, moved the dogs, looked under them, then shrugged. At first I was sure I’d put the hat down; then, when I couldn’t find it, I became less sure, and at last I thought perhaps I had left it at home or dropped it somewhere on the run.

Storm sat quietly, looking ahead down the trail, not showing anything at all.

I went back to the sled, reached down to disengage the hook, and when I did, the dogs exploded forward. I was not quite on the sled when they took off, so I was knocked slightly off balance. I leaned over to the right to regain myself, and when I did, I accidentally dragged the hook through the snow.

And pulled up my hat.

It had been buried off to the side of the trail in the snow, buried neatly with the snow smoothed over the top, so that it was completely hidden. Had the snow hook not scraped down four or five inches, I never would have found it.

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\(^3\) ladle *n.*: cup-shaped spoon with a long handle for dipping out liquids.
I stopped the sled and set the hook once more. While knocking the snow out of the hat and putting it back on my head, I studied where it had happened.

Right next to Storm.

He had taken the hat, quickly dug a hole, buried the hat and smoothed the snow over it, then gone back to sitting, staring ahead, looking completely innocent.

When I stopped the sled and picked up the hat, he looked back, saw me put the hat on my head, and—I swear—smiled. Then he shook his head once and went back to work pulling.

Along with the jokes, Storm had scale eyes. He watched as the sled was loaded, carefully calculated the weight of each item, and let his disapproval be known if it went too far.

One winter a friend gave us a parlor stove with nickel trim. It was not an enormous stove, but it had some weight to it and some bulk. This friend lived twelve miles away—twelve miles over two fair hills followed by about eight miles on an old, abandoned railroad grade.4 We needed the stove badly (our old barrel stove had started to burn through), so I took off with the team to pick it up. I left early in the morning because I wanted to get back that same day. It had snowed four or five inches, so the dogs would have to break trail. By the time we had done the hills and the railroad grade, pushing in new snow all the time, they were ready for a rest. I ran them the last two miles to where the stove was and unhooked their tugs so they could rest while I had coffee.

We stopped for an hour at least, the dogs sleeping quietly. When it was time to go, my friend and I carried the stove outside and put it in the sled. The dogs didn’t move.

Except for Storm.

4. railroad grade: rise or elevation in a railroad track.
He raised his head, opened one eye, did a perfect double
take—both eyes opening wide—and sat up. He had been
facing the front. Now he turned around to face the sled—
so he was facing away from the direction we had to travel
when we left—and watched us load the sled.

It took some time, as the stove barely fit on the sled
and had to be jiggled and shuffled around to get it down
between the side rails.

Through it all, Storm sat and watched us, his face a
study in interest. He did not get up but sat on his back end,
and when I was done and ready to go, I hooked all the dogs
back in harness—which involved hooking the tugs to the
rear ties on their harnesses. The dogs knew this meant we
were going to head home, so they got up and started slam-
mimg against the tugs, trying to get the sled to move.

All of them, that is, but Storm.

Storm sat backward, the tug hooked up but hanging
down. The other dogs were screaming to run, but Storm
sat and stared at the stove.

Not at me, not at the sled, but at the stove itself. Then
he raised his lips, bared his teeth, and growled at the stove.
When he was finished growling, he snorted twice,
stood, turned away from the stove, and started to pull. But
each time we stopped at the tops of the hills to let the dogs
catch their breath after pulling the sled and stove up the
steep incline, Storm turned and growled at the stove.

The enemy.

The weight on the sled.

I do not know how many miles Storm and I ran together.
Eight, ten, perhaps twelve thousand miles. He was one of
the first dogs and taught me the most, and as we worked
together, he came to know me better than perhaps even my
own family. He could look once at my shoulders and tell how I was feeling, tell how far we were to run, how fast we had to run—knew it all.

When I started to run long, moved from running a work team, a trap line team, to training for the Iditarod, Storm took it in stride, changed the pace down to the long trot, matched what was needed, and settled in for the long haul.

He did get bored, however, and one day while we were running a long run, he started doing a thing that would stay with him—with us—until the end. We had gone forty or fifty miles on a calm, even day with no bad wind. The
temperature was a perfect ten below zero. The sun was bright, everything was moving well, and the dogs had settled into the rhythm that could take them a hundred or a thousand miles.

And Storm got bored.

At a curve in the trail, a small branch came out over the path we were running, and as Storm passed beneath the limb, he jumped up and grabbed it, broke a short piece off—about a foot long—and kept it in his mouth.

All day.

And into the night. He ran, carrying the stick like a toy, and when we stopped to feed or rest, he would put the stick down, eat, then pick it up again. He would put the stick down carefully in front of him, or across his paws, and sleep, and when he awakened, he would pick up the stick, and it soon became a thing between us, the stick.

He would show it to me, making a contact, a connection between us, each time we stopped. I would pet him on top of the head and take the stick from him—he would emit a low, gentle growl when I took the stick. I’d “examine” it closely, nod and seem to approve of it, and hand it back to him.

Each day we ran, he would pick a different stick. And each time I would have to approve of it, and after a time, after weeks and months, I realized that he was using the sticks as a way to communicate with me, to tell me that everything was all right, that I was doing the right thing.

Once, when I pushed them too hard during a pre-Iditarod race—when I thought it was important to compete and win (a feeling that didn’t last long)—I walked up to Storm, and as I came close to him, he pointedly dropped the stick. I picked it up and held it out, but he wouldn’t take it. He turned his face away. I put the stick against his
lips and tried to make him take it, but he let it fall to the ground. When I realized what he was doing, I stopped and fed and rested the team, sat on the sled, and thought about what I was doing wrong. After four hours or so of sitting—watching other teams pass me—I fed them another snack, got ready to go, and was gratified to see Storm pick up the stick. From that time forward I looked for the stick always, knew when I saw it out to the sides of his head that I was doing the right thing. And it was always there.

Through storms and cold weather, on the long runs, the long, long runs where there isn’t an end to it, where only the sled and the winter around the sled and the wind are there, Storm had the stick to tell me it was right, all things were right.
Point-of-View Questionnaire

Understanding the characteristics of an autobiography or a biography helps you focus on what you read. Use the following questionnaire to help you analyze “Storm.”

1. Who is the narrator of this story?

2. What does the narrator tell you about the main characters?

3. Does the narrator tell you what the characters think and feel? Explain.

4. From which point of view is this story told?

5. Does the narrator use the pronoun I to refer to himself?

6. What do you think is the relationship between the narrator and the writer of this story?

7. This story is an example of _______ writing.
   (circle one) biographical autobiographical
Storm

VOCABULARY AND COMPREHENSION

A. Prefixes  Write the meaning of each prefix below. Then, write the Word Bank word that contains each prefix.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Prefix Meaning</th>
<th>Word with Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>e–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>re–</td>
<td></td>
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</tr>
</tbody>
</table>

B. Reading Comprehension  Write T or F next to each statement to show whether it is true or false.

_____ 1. Storm blew in his teammates’ ears in order to upset them.
_____ 2. Storm hid the narrator’s hat in the snow.
_____ 3. Storm was pleased to pull the stove on the sled.
_____ 4. Storm used a scale to measure the weight of the stove.
_____ 5. Storm used a stick to communicate with the narrator.
4. After the woodcutter rescues Little Red Riding-Hood, he cuts open the wolf’s stomach and retrieves the grandmother.
5. Little Red Riding-Hood learns not to disobey her mother.

**Storm, page 158**

**Page 160**

**IDENTIFY**
Storm is the dog who taught the narrator the most.

**IDENTIFY**
The narrator reveals that Storm has a sense of humor. Details that show this are “gave him a comical look”, “He had a sense of humor”; “he somehow resembled George Burns.”

**Page 161**

**DRAW CONCLUSIONS**
Possible response: Fonzie is very high-strung and nervous.

**Page 162**

**IDENTIFY**
Key details or events and repeated ideas: “He was so clever”; “I put the hat down on the snow near Storm”; “the hat was gone”; “at last I thought perhaps I had left it at home or dropped it somewhere on the run”; “Storm sat quietly”; “pulled up my hat”; “It had been buried off to the side of the trail in the snow”; “Had the snow hook not scraped down . . ., I never would have found it”; “He had taken the hat . . . looking completely innocent”; “he looked back . . . and—I swear—smiled.”

**Page 163**

**WORD STUDY**
Possible response: When dogs “break trail,” they are making a path through new-fallen snow. Context clues that help define this term are “It had snowed four or five inches, so the dogs would have to break trail”; “pushing in new snow all the time.”

**Page 164**

**PREDICT**
Possible predictions: Storm will refuse to carry such a heavy load; Storm will attack the stove.

**Page 166**

**PREDICT**
Possible prediction: Storm is bored, so he will think up some new mischief.

**VISUALIZE**
Details include “a calm, even day with no bad wind”; “The sun was bright”; “At a curve in the trail, a small branch came out over the path.”

**INFERENCE**
Possible inference: Storm is clever in finding a way to communicate with the narrator; he is smart and purposeful; he has a mind of his own.

**Possible Answers to Skills Practice**

**Point-of-View Questionnaire (page 168)**

1. Who is the narrator of this story? Gary Paulsen.
2. What does the narrator tell you about the main characters? He describes his own actions and especially those of his dog Storm. He tells several stories about how special Storm was.
3. Does the narrator tell you what the characters think and feel? Explain. The narrator tells you what he thinks and feels. He also imagines when Storm is bored or playing a joke or angry.
4. From which point of view is this story told? from the narrator’s point of view, or first-person point of view
5. Does the narrator use the pronoun I to refer to himself? Yes.
6. What do you think is the relationship between the narrator and the writer of this story? They are the same person.
7. This story is an example of autobiographical writing.
Possible Answers to Skills Review

Vocabulary and Comprehension (page 169)

A. Prefix: e–; Prefix Meaning: out; Word with Prefix: emit
Prefix: dis–; Prefix Meaning: away, opposing, not; Word with Prefix: disengage
Prefix: re–; Prefix Meaning: again, back; Word with Prefix: regain


A Glory over Everything, page 170

Page 171

CLARIFYING WORD MEANINGS: CONTRAST
1. “soft and mushy”
2. “everyone got the message”
3. “well behaved again”

Page 172

IDENTIFY
The narrator is using the third-person point of view.

Page 173

INFER
Possible response: The white woman might be offering to help Harriet Tubman escape from slavery; she might be able to help her get away from the overseer.

IDENTIFY
Time order words include “One day in 1849” (line 1); “Then” (line 4); “After that” (line 8); “Then one day” (line 10); “That same year” (line 14); and “the next time” (line 16).

Page 174

IDENTIFY
Tubman doesn’t want to travel alone “because she was afraid she might fall asleep somewhere along the way and so would be caught immediately.”

COMPARE & CONTRAST
Possible response: Harriet’s attitude is different from her brothers’ in that she is focused and prepared, whereas her brothers are nervous, jumpy, and careless.

Page 175

PREDICT
Possible predictions: Tubman’s brothers are going to turn back because they are afraid and because the journey is too difficult.

IDENTIFY
Tubman’s brothers want to go back because they are afraid that they will be recognized and caught.

Page 177

INFER
Possible responses: Tubman’s brothers prevent her from going on without them because they are ashamed or because they are afraid that they will be punished if she escapes.

RETELL
Possible retelling: When her sisters are sold, Tubman realizes that she has to at least try for her freedom, and she persuades three of her brothers to go with her. Once they start, her brothers become frightened and want to turn back. They force her to return with them.

Page 178

INFER
Possible response: Harriet Tubman hopes that someone will tell her sister that she is leaving; she does not want her sister to worry.

Page 179

DRAW CONCLUSIONS
Possible responses: Tubman chose a song about leaving for a promised land, or a land of freedom, because it tells her sister that she is running away; because it expresses her hope for freedom. Details in the song that are clues: “I’m bound for the promised land, Friends, I’m going to leave you”; “I’m sorry, friends, to leave you, Farewell! Oh, farewell!”; “For I’m bound for the promised land.”

IDENTIFY
Words and phrases that reveal the sequence of events include “That night” (line 162); “Then” (line 173); “Once” (line 175); “When” (line 181).

Page 180

PREDICT
Possible prediction: The woman might not be home, because the farmhouse is so quiet; she might be home but afraid to help. Harriet Tubman will somehow persuade the woman to help.