### An Evaluation of Perspective, Persona, and Point of View In Short Stories

**Charlotte Daigle**

An Undergraduate Research Experience and Creative Activity sponsored project

Mentored by Dr. Rhonda McDaniel, Department of English

---

**Introduction**

The project was meant to establish a foundational understanding of perspective, persona, and point of view in writing fictional short stories as a means to prepare for a Creative Honors Thesis Project. The in-depth understanding of how writers prepare their narrative voice in short stories was a model to follow in constructing the framework of a collection of short stories focusing on perspective, persona, and point of view.

**Methods**

The project was split up into three parts: research, analysis, and writing. The research was centered around numerous texts on formulating perspective, persona, and point-of-view in a story. These texts explained how one can develop perspective, persona, and point-of-view. In the second part, I analyzed short stories written by Edgar Allan Poe, Flannery O’Connor, Angela Carter, and Tanith Lee, focusing on the perspectives, personas, and points-of-view they present in each of their stories. The final part of the project, I created storyboard maps of my stories. Each category, or motif had up to six stories and a total of four storyboard maps.

**Findings**

Perspective is centered around a question. The question begins as “What is it that I am looking at?”

“In essence, a persona is a particular self-image, part of a multitude of personae, or self-images, that can be construed from our overall personality, or mental life” (Sadoski 272-73).

Point-of-view is based on the reader’s perception of the narration rather than the narrator’s.

“From where do we perceive what is shown to us by the fact of being narrated?” (2.99) (Chamberlain 75).

**References**


**Acknowledgements**

This project was sponsored by the MTSU Undergraduate Research Center’s URECA Program. I would like to thank Dr. Jamie Burriss for all her help throughout the process of completing this project. I would also like to thank Dr. Rhonda McDaniel from the English Department for mentoring me through this new research experience with her guidance, feedback, and support. Finally, I would like to thank Ms. Laura Clippard from the Honors College for introducing me to the URECA program.

---

**Story Map 1: Descriptions**

- **Mother:** - Father has PTSD
  - Focus on the daughter and how she changes/parents affect their children
  - Children are forced to grow up fast

- **Brother:** - Sister is stationed overseas
  - He is supposed to protect her from harm
  - The twin thing

- **Daughter:** - Father has PTSD
  - Focus on the daughter and how she changes/parents affect their children
  - Children are forced to grow up fast

- **Grandfather:** - Veteran watches his granddaughter graduate
  - Proud because of his granddaughter

**Story Map 2: Perspective**

- **Mother:** - Third person, an onlooker telling the story at the funeral
  - Quoted monologue
  - Think about Ezra Pound’s in a Station of the Metro

- **Brother:** - First person
  - Present tense with narration
  - Past tense with flashbacks
  - Psycho narration

- **Daughter:** - First person
  - Psycho narration
  - Past tense
  - Starts out less formal and then shows a greater formality as she is forced to mature,

**Story Map 3: Persona**

- **Military Personnel and their Families**

- **Father:** - Sister is stationed overseas
  - Suppliers protect her from harm
  - The twin thing

- **Grandfather:** - Veteran watches his granddaughter graduate
  - Proud because of his granddaughter

- **Mother:** - Young in age, but old in mind
  - Child forced to grow up quickly

**Story Map 4: Point-of-View**

- **Soldier:** - A soldier who feels like the people, the world, the God he fought for were against him
  - A strong man before he left, but a weakened man when he returned

- **Daughter:** - The point of view is meant to be from a support group
  - Listeners/readers are struggling men and women home from battle

- **Brother:** - A close friend
  - A confidant
  - The reader gets an omniscient view of the brother

---

**Acknowledgements**

This project was sponsored by the MTSU Undergraduate Research Center’s URECA Program. I would like to thank Dr. Jamie Burriss for all her help throughout the process of completing this project. I would also like to thank Dr. Rhonda McDaniel from the English Department for mentoring me through this new research experience with her guidance, feedback, and support. Finally, I would like to thank Ms. Laura Clippard from the Honors College for introducing me to the URECA program.