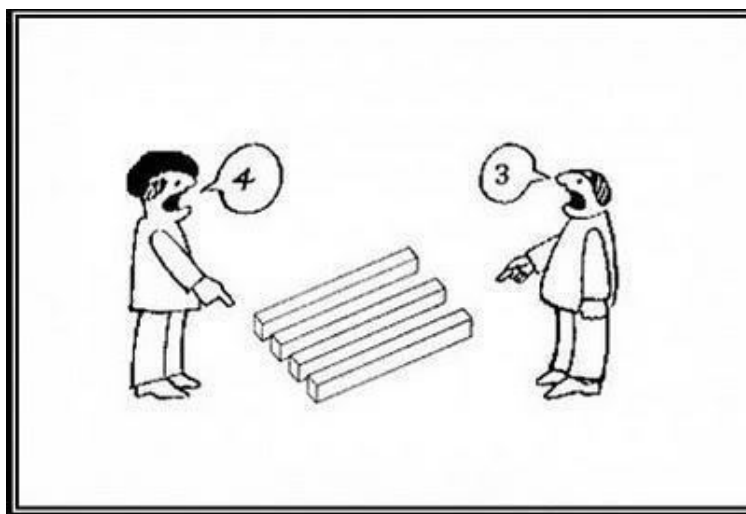


Getting to the Core

English Language Arts

Grade 7 Unit of Study

The Power of Point of View



Final Revision: May 16, 2014

TEACHER EDITION

UNIT OVERVIEW

ELA Grade 7 *The Power of Point of View*

This unit introduces students to the concept of "point of view." Students will look at both non-fiction and fiction texts and analyze how point of view determines what information is included, reflects the author’s bias, and conveys the theme. Students will then apply these concepts by creating their own versions of a fairy tale from two distinct points of view.

Big Idea: Point of view has the power to affect perception.

Essential Questions:

- How does a change in point of view affect our perception?
- How do writers use different points of view to develop a text?
- How can a certain point of view that a writer chooses influence a reader?
- How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?
- How can point of view change the theme of a story?

Unit Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1: Quick-Write; Vocabulary Notebook (NB); Image Analysis; Wrecking the Text	Lesson 1: Plot Chart; Retell a story from a different POV (narrative paragraph)	Lesson 2: Vocabulary PPT & NB; read “What’s Really in a Name?” Tracking Perspective activity	Lesson 2: Read “Are Young Athletes...at Risk?” Thinking Map; QuickWrite	Lesson 2: Vocabulary NB; read “Beauty Queens;” objective vs. subjective; Text- dependent Questions
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 2: Research topic for Argumentative Presentation	Lesson 2: Additional prep as necessary; Presentations	Lesson 2: Presentations; reflection	Lesson 3: Viewing with a Focus; read “Point of View;” Vocabulary NB; POV ID activity	Lesson 3: Read “Beauty and the Beast;” Text-dependent Questions
Day 11	Day 12	Day 13	Day 14	Day 15
Lesson 3: Read “Yeh-Shen;” <i>Yeh-Shen</i> What If...; begin revising for POV	Lesson 3: Continue Revising for POV; complete Vocabulary NB; begin Fairy Tale Times Two	Lesson 3: Continue writing Fairy Tale Times Two	Lesson 3: Complete Fairy Tale Times Two and share with class	Lesson 3: Reflective Exit Slip

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Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	The Power of Point of View	
Grade Level/Course:	7th Grade English Language Arts	Time Frame: 15 Days
Big Idea	Point of view has the power to affect perception.	
Essential Questions:	<ul style="list-style-type: none"> • How does a change in point of view affect our perception? • How do writers use different points of view to develop a text? • How can a certain point of view that a writer chooses influence a reader? • How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text? • How can point of view change the theme of a story? 	
Instructional Activities: Activities/Tasks		
Duration: 2 days		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Lesson 1 – Non-Complex Text: Far Side Cartoon Complex Text: <i>The Blind Men and the Elephant</i> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Pre-Read Quick-Write; Far Side Cartoon; Vocabulary Notebook </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Read 1 & 2 Unencumbered read of <i>The Blind Men and the Elephant</i>; Wrecking the Text </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Close Read Plot chart; minor character POV paragraph </div> </div>		
Duration: 3 days		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Lesson 2 (part 1) – Non-Complex Text: Vocabulary PPT Complex Texts: “What’s Really in a Name?” “Are Young Athletes Putting Themselves at Risk?” </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Pre-Read Vocabulary PPT & Notebook </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Close Read: Name Unencumbered read; Tracking Perspective activity </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Close Read Athletes Unencumbered read; Thinking Map; Quick-Write </div> </div>		
Duration: 3 days		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Lesson 2 (part 2) – Complex Text: “Should 4-Year-Olds Be Beauty Queens?” </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Read 1 & 2 Unencumbered read; objective vs. subjective </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Read 3 Text-dependent Questions </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Assessment Research and present an argument </div> </div>		
Duration: 5-7 days		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Lessons 3 – Non-Complex Texts: POV pictures, “Point of View,” Vocabulary PPT; Complex Texts: “Beauty and the Beast”; “Yeh-Shen” </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Close Read: POV Pics Viewing with a Focus; Vocabulary Notebook; POV ID Activity </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Close Read Beauty Unencumbered read; Text-dependent Questions </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Close Read YehShen Unencumbered read; “What if...” revising for POV </div> </div>		
Final Performance Task – “Fairy Tale Times Two: Rewrite a fairy tale from two different characters, using two different perspectives.		

21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy (if technology available)	
Essential Academic Language:	Tier II: perspective, point of view, bias, objective, subjective, perceive, convey	Tier III: omniscient, third-person limited, first-person, theme
What pre-assessment will be given? <ol style="list-style-type: none"> 1. Quick-Write 2. Cartoon analysis 3. Vocabulary Notebook - awareness of terms 4. Point of view picture - Viewing with a focus 		How will pre-assessment guide instruction? <ol style="list-style-type: none"> 1. The Quick-Write will demonstrate students' initial understanding of point of view; it will also provide insight into students' writing ability. 2. The cartoon analysis will show students' ability to understand the concept of perspective. 3. Awareness of terms will determine how many examples and reminders of terms students will require. 4. The analysis of the pictures will reveal students' ability to understand different points of view.
End of Unit Performance Task: Create two versions of a fairy tale: Students will demonstrate their understanding of the effects of point of view by creating two versions of a fairy tale from two different characters and two different points of view.		
Standards		Assessment of Standards (include formative and summative)
Common Core Learning Standards Taught and Assessed (<i>include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.</i>)		What assessment(s) will be utilized for this unit? (<i>include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.</i>)
Bundled Reading Literature Standard(s): RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		(F) Viewing with a Focus (Lesson 1) (F) Wrecking the Text (Lesson 1) (F) Plot Chart (Lesson 1) (F) Tracking Perspective (Lesson 2)
		Viewing with a Focus will demonstrate whether students are able to make POV inferences from an image. Wrecking the Text will reveal the students'

	<p>(S) POV Identification (Lesson 3)</p> <p>(F) Responding to Text-dependent Questions (Lesson 3)</p> <p>(F) <i>Yeh-Shen</i> What if... (Lesson 3)</p>	<p>ability to identify different points of view and perspective.</p> <p>The Plot Chart, Tracking Perspective, Revision, POV Identification, Responding to TDQs, and What if... will all show whether students can apply the concepts of POV and perception to new pieces of text and infer the effects of different POVs.</p>
<p>Bundled Reading Informational Text Standard(s):</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>(F) Thinking Map (Lesson 2)</p> <p>(F) Quick-Write (Lesson 2)</p> <p>(S) Text-dependent Questions (Lesson 2)</p> <p>(F) Point of View Identification Activity (Lesson 3)</p> <p>(F) Viewing with a Focus (Lesson 3)</p>	<p>The Thinking Map, Quick-Write, and TDQs will reflect the students' ability to draw evidence from texts for comparison/contrast.</p> <p>The Point of View ID Activity will illustrate whether or not students understand the point of view terms and are able to apply them appropriately.</p> <p>Viewing with a Focus will demonstrate whether students are able to make POV inferences from an image.</p>

<p>Bundled Writing Standard(s):</p> <p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences.</p> <p>W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>(F) Quick-Writes (Lessons 1 & 2)</p> <p>(F) Text-dependent Questions (Lesson 2, 3)</p> <p>(F) <i>Yeh-Shen</i> What if... (Lesson 3)</p> <p>(F) Revising for Point of View (Lesson 3)</p> <p>(S) Fairy Tale Times Two (Lesson 3)</p>	<p>The revision of "Yeh-Shen," and a fairy tale will indicate students ability to incorporate POV into their own creative writing.</p> <p>The Quick-Writes, TDQs, and What if...will show whether students can apply the concepts of POV and perception to new pieces of text and infer the effects of different POVs and express their ideas clearly and succinctly.</p>
<p>Bundled Speaking and Listening Standard(s):</p> <p>SL.7.1 Engage effectively in a range of collaborate discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>(F) Collaborative Conversation (Lesson 1)</p> <p>(F) Think/Pair/Share (Lesson 1, 2, 3)</p> <p>(F) Round Robin (Lesson 2)</p> <p>(S) Oral Presentation (Lesson 2)</p>	<p>All activities will reflect students' abilities to communicate clearly and effectively and support their arguments.</p>
<p>Bundled Language Standard(s):</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>(F) Quick-Writes (Lessons 1 & 2)</p> <p>(F) Text-dependent Questions (Lesson 2)</p> <p>(S) Oral Presentation (Lesson 2)</p> <p>(F) <i>Yeh-Shen</i> What if... (Lesson 3)</p> <p>(F) Revising for Point of View (Lesson 3)</p> <p>(S) Fairy Tale Times Two (Lesson 3)</p>	<p>The Quick-Writes, TDQs, Oral Presentation, and What if... will indicate students' abilities to communicate clearly and effectively and support their arguments.</p> <p>The Revising of "Yeh-Shen" and the fairy tale will reveal whether they can tell a story in an</p>

		interesting way with appropriate style and sophistication.
Resources/ Materials:	<p><u>Complex Texts to be used</u></p> <p>Informational Text(s) Titles:</p> <ul style="list-style-type: none"> • "Point of View: Through Whose Eyes?" by John Leggett <i>Holt Literature & Language Arts, First Course</i>, pages 222-223 • "What's Really in a Name?" <i>Holt Literature & Language Arts, First Course</i>, page 233 • "Are Young Athletes Putting Themselves at Risk?" Hyman and Pitcock, <i>Scope</i>, April 18, 2011 • "Should 4-Year-Olds Be Beauty Queens?" Justin O'Neill, <i>Scope</i>, December 12, 2011 <p>Literature Titles:</p> <ul style="list-style-type: none"> • "The Blind Men and the Elephant" John Godfrey Saxe (Retrieved from http://en.wikisource.org/wiki/The_poems_of_John_Godfrey_Saxe/The_Blind_Men_and_the_Elephant) • "Beauty and the Beast" <i>Holt Interactive Reader</i> pages 122-126 • "Yeh-Shen" Chinese folk tale, retold by Ai-Ling Louie. <i>Holt Literature & Language Arts, First Course</i>, pages 251-255 <p>Media/Technology:</p> <ul style="list-style-type: none"> • PowerPoint: Non-Fiction POV Vocabulary • PowerPoint: Fiction POV Vocabulary • Images: Toddler Beauty Queens • Images: 3 Points of View • Discovery Education Video Segment: <i>Overview of Public Speaking</i> [04:57] • Discovery Education Video Segment: <i>Presentations: More Than Words</i> [06:59] <p>Other Materials:</p> <ul style="list-style-type: none"> • Paper and writing instruments (student-provided) • Highlighters in yellow and blue (if available) • Computer and Internet access and audio capacity • Whiteboard and markers as needed • Document camera • Chart paper if desired 	
Interdisciplinary Connections:	<p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</p> <p>Point of view and bias are also extremely significant when discussing historical events and political events. Framing photos for point of view is critical in art.</p>	

<p>Differentiated Instruction:</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>Multiple EL strategies are used in this unit including Thinking Maps, Think/Pair/Share, group collaboration, speaking opportunities, and visual media. Vocabulary words are defined for the students and include a visual component.</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs: Starting with IEP goals, teachers will collaborate with the case manager to identify appropriate scaffolds, accommodations and modifications. Differentiation includes visual media introductions, Thinking Maps, and extended time for assessments.</p> <p>GATE: Students will have the opportunity to extrapolate a character from a chosen pair of shoes and write about that character revealing significant and interesting details. Students will also have the opportunity to choose their own controversial topic to research for their speaking presentations.</p>
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SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: The Power of Point of View Lesson #: 1</p>	<p>Grade Level/Course: ELA Grade 7</p>	<p>Duration: 2 Days Date:</p>
<p>Big Idea: Point of view has the power to affect perception. Essential Question: How does a change in point of view affect our perception?</p>		
<p>Common Core Standards</p>	<p>Common Core Content Standards:</p> <p>Reading Literature</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Writing</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences.</p> <p>Speaking and Listening</p> <p>SL.7.1 Engage effectively in a range of collaborate discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>Language</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> ● Resource 1.1 Optical Illusion and Quick-Write Prompt ● Resource 1.2 Non-fiction Vocabulary Notebook ● Resource 1.3 Far Side Cartoon and Questions ● Resource 1.3T Two Versions of Far Side Cartoon ● Resource 1.4 "The Blind Men and the Elephant" Poem and Wrecking the Text Activity ● Resource 1.5 Collaborative Academic Conversation Placemat ● Resource 1.6 Plot Chart ● Resource 1.7 Narrative Paragraph Checklist 	

		<ul style="list-style-type: none"> • Resource 1.8 Optional Point of View Project: “A Walk in Their Shoes” • Paper and writing instruments (student-provided) • Computer and Internet access and audio capacity • Whiteboard and markers as needed • Document camera if desired 	
Objectives		Content: Students will: <ul style="list-style-type: none"> • Interpret different perspectives in a cartoon • Read and paraphrase a poem • Create a plot chart to demonstrate understanding of a familiar text 	Language: Students will work collaboratively to: <ul style="list-style-type: none"> • Analyze and discuss a cartoon and poem • Write a narrative paragraph in first-person point of view
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	perspective, point of view, bias, subjective, objective	Hindu (Hindoo) Indostan theologic ween
Pre-teaching Considerations		<ul style="list-style-type: none"> • Students should be able to Think/Write/Pair/Share effectively (stay on task, participate fully in the activity, be respectful of others' opinions). • If students did not read "Rikki-Tikki-Tavi" (Holt chapter 1, pages 20-34) an alternative text that students are very familiar with should be used instead. 	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection	

Day 1

Prior Knowledge, Context, and Motivation:

1. Before starting the lesson, have students look at the optical illusion picture in **Resource 1.1** and then respond to the following Quick-Write prompt: What do you see when you first look at this picture? Now turn it upside down. Do you see something different? Explain how looking at something from a different point of view can affect your understanding of what you see.



2. After students complete their Quick-Write, have them turn to a partner and share out their answers. Call on volunteers to share with the class.
3. Introduce the Big Idea: *Point of view has the power to affect perception*, and the first Essential Question: *How does a change in point of view affect our perception?* Have students discuss this question based on their experience with the optical illusion in **Resource 1.1**.
4. Using the Non-fiction Vocabulary Notebook (**Resource 1.2**), have students identify whether they can use/define, have heard/seen, or don't know each word. Let them know that they will be encountering these words throughout the unit. **NOTE:** Consider putting up a Word Wall and add new vocabulary words as they are encountered throughout the unit.

5. Visual Media Analysis: *The Far Side* Cartoon
 - a. Before the lesson, post multiple copies of the Far Side cartoon *without* the caption on two sides of the room (these copies, referred to as **Resource 1.3T**, are provided in the Additional Teacher Resources booklets). Half of them are labeled: *How do you think the characters under the bed are feeling?* and should be posted on one side of the room. The other half is labeled: *How do you think the character on top of the bed is feeling?* and should be posted on the other side of the room. Students will be viewing the cartoons in groups of four, so post as many as needed for half of the groups to view the cartoons at once (while half of the groups are viewing the first version, the other half can be viewing the second, after which they will switch).

Differentiated Instruction:

English Learners and Students Who Need Additional Support:

Students can Think/Write/Pair/Share before participating in group or class discussions.

Day 1 #6b: Draw students' attention to the elephant cartoon first and tell them that the majority of the poem is describing what they see in the

Lesson Continuum

Body of the Lesson:
Activities/
Questioning/
Tasks/ Strategies/
Technology/
Engagement

- b. In groups of four, have students first view one version of the posted cartoon; they should read and discuss the question on each cartoon before moving on to the other version. The teacher might ring a bell or play music when it's time for students to move to the second cartoon, or when both viewings have been completed.
- c. After returning to their seats, students will turn to **Resource 1.3**. They will view the Far Side cartoon, read the caption, and complete the viewing guide. (Let students know that a picture can be considered a type of text.)
- d. Have students share their responses first with their group members, and then with the class.
- e. Do not initially provide students with the definition of *perspective*. Ask them to connect the idea of a change in perspective when they hear the monster's thoughts instead of the little boy's; then call on students to offer their own definition of the word. Teacher can break *perspective* down into prefix and root ("per-" meaning "through" and "spec" meaning "to see, view, or look at") to help students grasp its meaning. Have students write their definition in the Vocabulary Notebook (**Resource 1.2**). You may also wish to help students connect the idea that this *change* in perspective (giving us the unexpected) is what provides the humor in the cartoon.

Poem Analysis: *The Blind Men and the Elephant*

- 6. Wrecking the Text activity with a poem (**Resource 1.4**)
 - a. Explain that "Hindoo" is really "Hindu" which is the adjective form of Hinduism, the third largest religion in the world. (Hindu can also refer to a person who practices Hinduism.) It is practiced mostly in India. "Indostan" is literally the land of people who practice "Indoo" (Hindu) so it refers to the Indian subcontinent.
 - b. Read the poem aloud with students following along.
 - c. Clarify any words that are confusing to the students. Students may be able to guess/use context clues to determine the meanings of *spake* and *quoth*. Stanza IV: *spake*: the old (and no longer in use!) past tense of *speak*; *quoth*: the old (and no longer in use!) form of *said*. Moral

cartoon.

Day 1 #6d: Model Stanzas 2 & 3 on the Wrecking the Text worksheet (**Resource 1.4**) for them with a Think Aloud.

Day 2 #2: In pairs, have students retell the original story before taking on a different perspective.

Day 2 #4: If students need additional help with writing a paragraph, you may choose to include some of the strategies from the 6th Grade Writing Notebook (electronic "Writing Paragraphs" lessons can be found on the SAUSD ELA curriculum webpage by following this link: <http://www.sausd.us/Page/14433>).

Accelerated Learners:

Day 1 #5: Encourage students to come up with their own examples of multiple perspectives from different texts or situations in addition to the cartoon. You may also wish to introduce "situational irony" with the Far Side cartoon.

Day 2: You might have students create the optional point of

stanza: *theologic*: relating to religious truth or divinity; *ween*: out of use word for think or imagine. Also discuss text structure (i.e stanzas and roman numerals). **NOTE:** *A visual representation has been provided in Resource 1.4 to assist students with comprehension.*

- d. In pairs, students will complete the Wrecking the Text activity. Students will take turns reading a stanza and paraphrasing the content.

Wrecking the Text asks students to break a text down to its simplest meaning and to then compare it with the original. This allows students to demonstrate simple comprehension of the text, but, more importantly, allows them to understand the power of the original language.

- e. In a whole class discussion, have students share their rewrites (stanza by stanza). Be sure that they understand the last stanza. (People will often argue passionately about something even if they know nothing about it.)
- f. Have students complete the final question (What conclusions can you draw about the nature of “perspective” from the poem? Support your argument with evidence from the text) as a Think/Pair/Share. They may use the Collaborative Academic Conversation Placemat (**Resource 1.5**) to guide and enhance their discussion.

Day 2

- 1. Review and discuss the Big Idea: *Point of view has the power to affect perception*, and the first Essential Question: *How does a change in point of view affect our perception?* Have students share what they have learned so far in a partner, group, or whole class discussion.

Extending Understanding: Narrative Paragraph

- 2. Using a story that the students know well (e.g. "Rikki-Tikki-Tavi," found on pages 20-34 in the Holt textbook – take time to briefly review as needed), students should create a plot chart of the events of the story from the perspective of one of the cobras. Remind students that they should only include events that this cobra would have been present for (**Resource 1.6**).

view project, "A Walk in Their Shoes" (see **Resource 1.8**) as an additional enrichment activity. The PowerPoint that accompanies this activity may be accessed through the SAUSD webpage by following this link: <http://www.sausd.us/Page/22743>.

	<ol style="list-style-type: none"> 3. After completing their plot charts, have students turn to a partner and take turns sharing how the difference in point of view changes the reader’s perception of the events. Have students use the sentence frame on Resource 1.6 to practice their academic language: <ol style="list-style-type: none"> a. When the story is told from the perspective (point of view) of _____, the reader’s perception (impression) of the events changes because_____. 4. Students will write a narrative paragraph illustrating the events in their plot chart from the perspective of the cobra. Remind students to be aware that the cobra they chose may not have all the information available to him or her as the students did as readers. Students should write in first-person point of view using "I." 5. Review the Narrative Paragraph Checklist (Resource 1.7) with students to be sure they understand what needs to be included in their paragraphs. 6. After they finish writing their paragraphs, have students exchange with a partner and use the checklist to provide constructive feedback using the included sentence frames. Give students time to revise their paragraphs in class or assign as homework. 	
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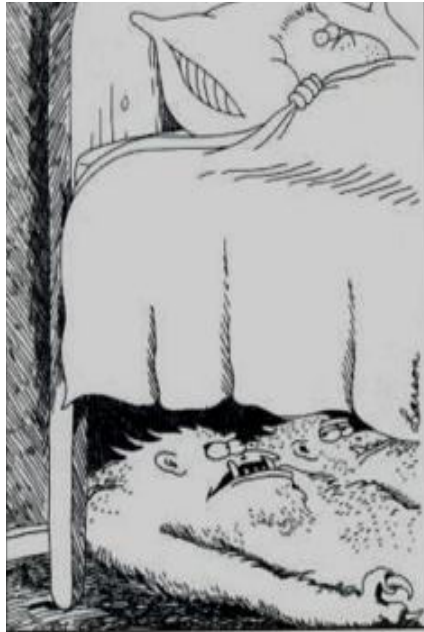
Lesson Reflection

<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	
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Vocabulary Notebook: The Power of Point of View -- Non-Fiction

Word	Can define/ use it	Have heard it/ seen it	Don't know	Definition	Application or example in texts
perspective					
point of view					
bias					
subjective					
objective					

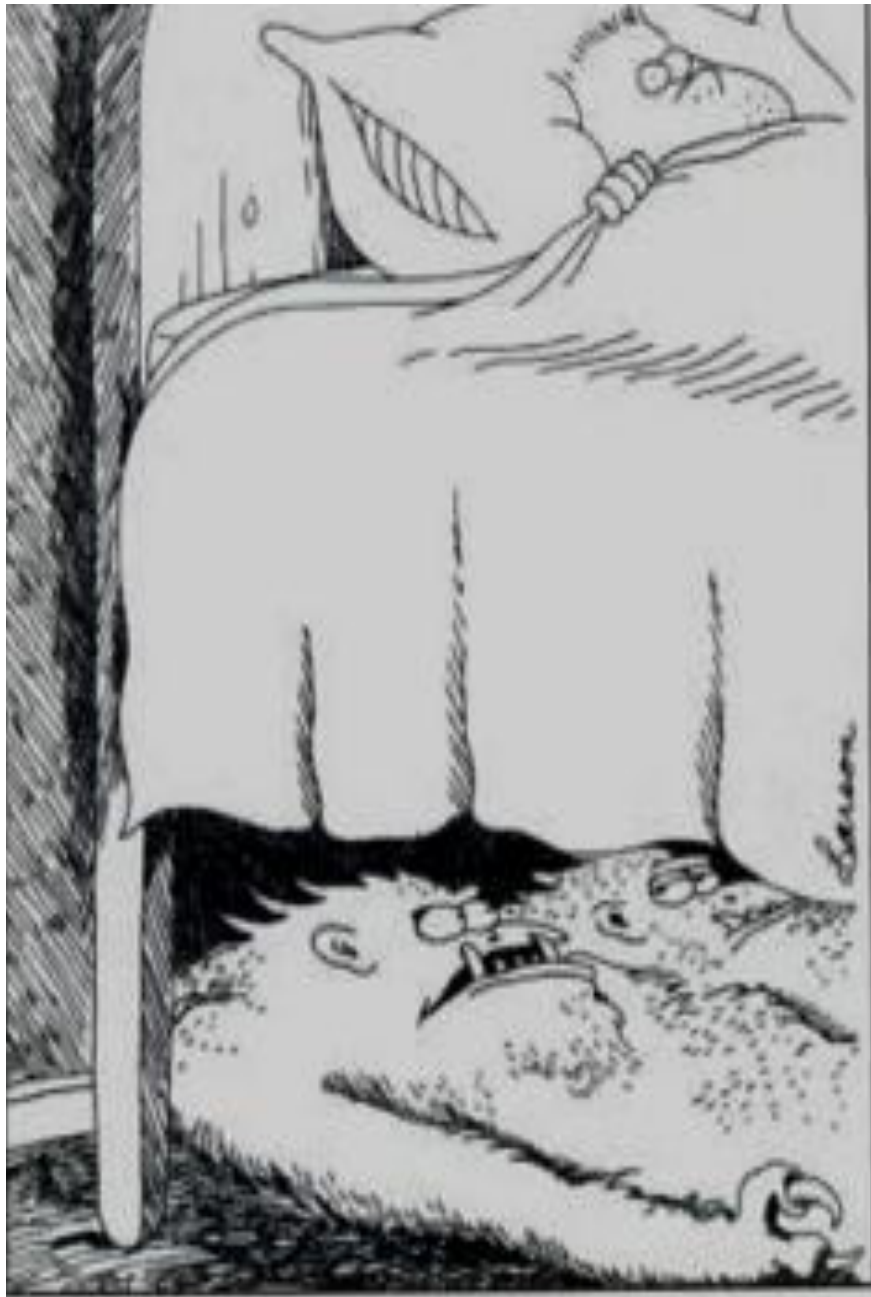
THE FAR SIDE by Gary Larson



"I've got it again, Larry...an eerie feeling like there's something on top of the bed."

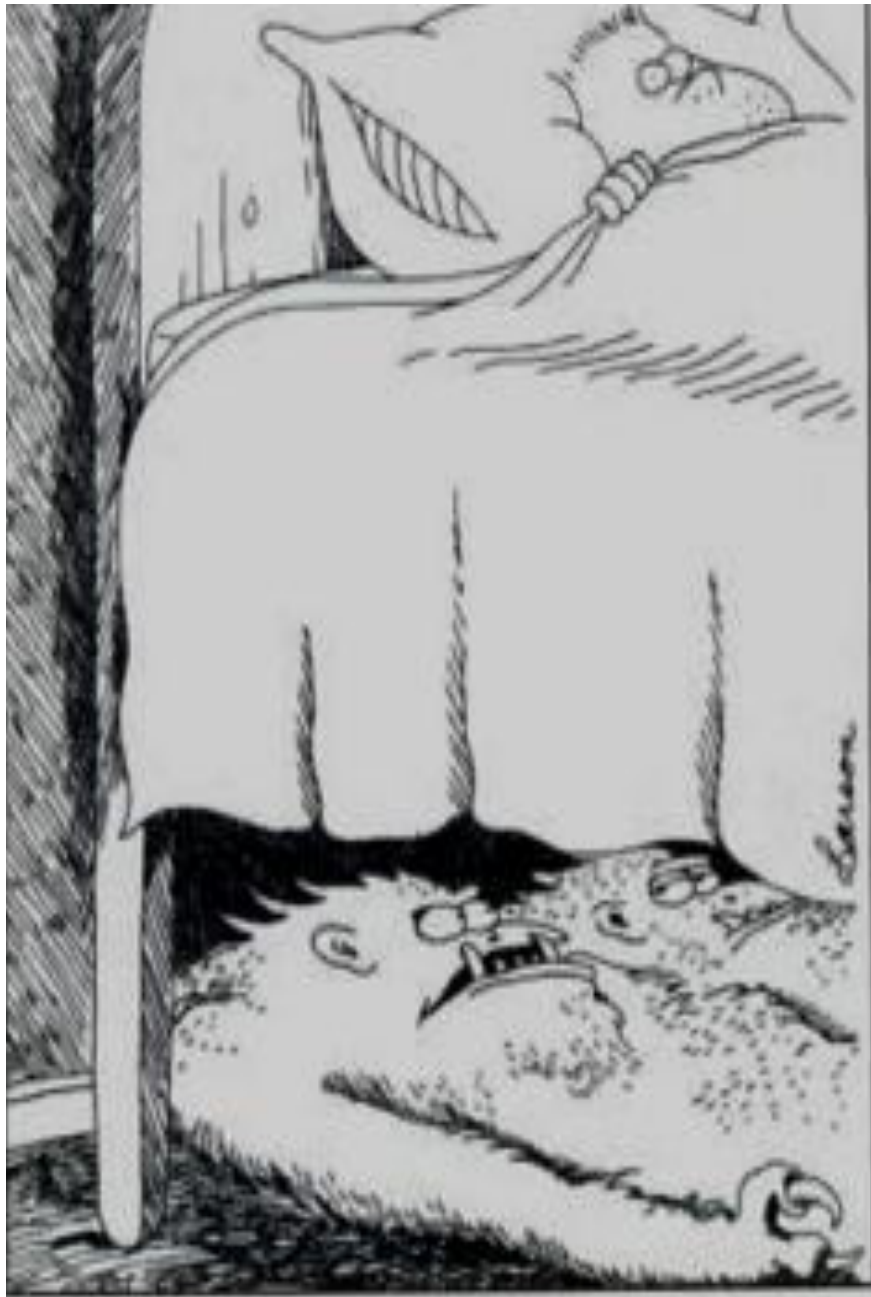
<p>Describe what you see in the cartoon.</p>	
<p>Whose voice is represented by the caption? What evidence do you have from the text (picture)?</p>	
<p>In this type of situation, who do we normally hear from?</p> <p>What makes this funny?</p>	
<p>If we did hear from that character, what might the caption say instead?</p>	

THE FAR SIDE by Gary Larson



**How do you think the characters
under the bed are feeling?**

THE FAR SIDE by Gary Larson



How do you think the character on top of the bed is feeling?

The Blind Men and the Elephant
 A Hindoo Fable
 By John Godfrey Saxe

I.

It was six men of Indostan
 To learning much inclined,
 Who went to see the Elephant
 (Though all of them were blind),
 That each by observation
 Might satisfy his mind.

II.

The *First* approached the Elephant,
 And happening to fall
 Against his broad and sturdy side,
 At once began to bawl:
 "God bless me!—but the Elephant
 Is very like a wall!"

III.

The *Second*, feeling of the tusk,
 Cried: "Ho!—what have we here
 So very round and smooth and sharp?
 To me 't is mighty clear
 This wonder of an Elephant
 Is very like a spear!"

IV.

The *Third* approached the animal,
 And happening to take
 The squirming trunk within his hands,
 Thus boldly up and spake:
 "I see," quoth he, "the Elephant
 Is very like a snake!"

V.

The *Fourth* reached out his eager hand,
 And felt about the knee.
 "What most this wondrous beast is like
 Is mighty plain," quoth he;
 "'T is clear enough the Elephant
 Is very like a tree!"

VI.

The *Fifth*, who chanced to touch the ear,
 Said: "E'en the blindest man
 Can tell what this resembles most;
 Deny the fact who can,
 This marvel of an Elephant
 Is very like a fan!"

VII.

The *Sixth* no sooner had begun
 About the beast to grope,
 Than, seizing on the swinging tail
 That fell within his scope,
 "I see," quoth he, "the Elephant
 Is very like a rope!"

VIII.

And so these men of Indostan
 Disputed loud and long,
 Each in his own opinion
 Exceeding stiff and strong,
 Though each was partly in the right,
 And all were in the wrong!

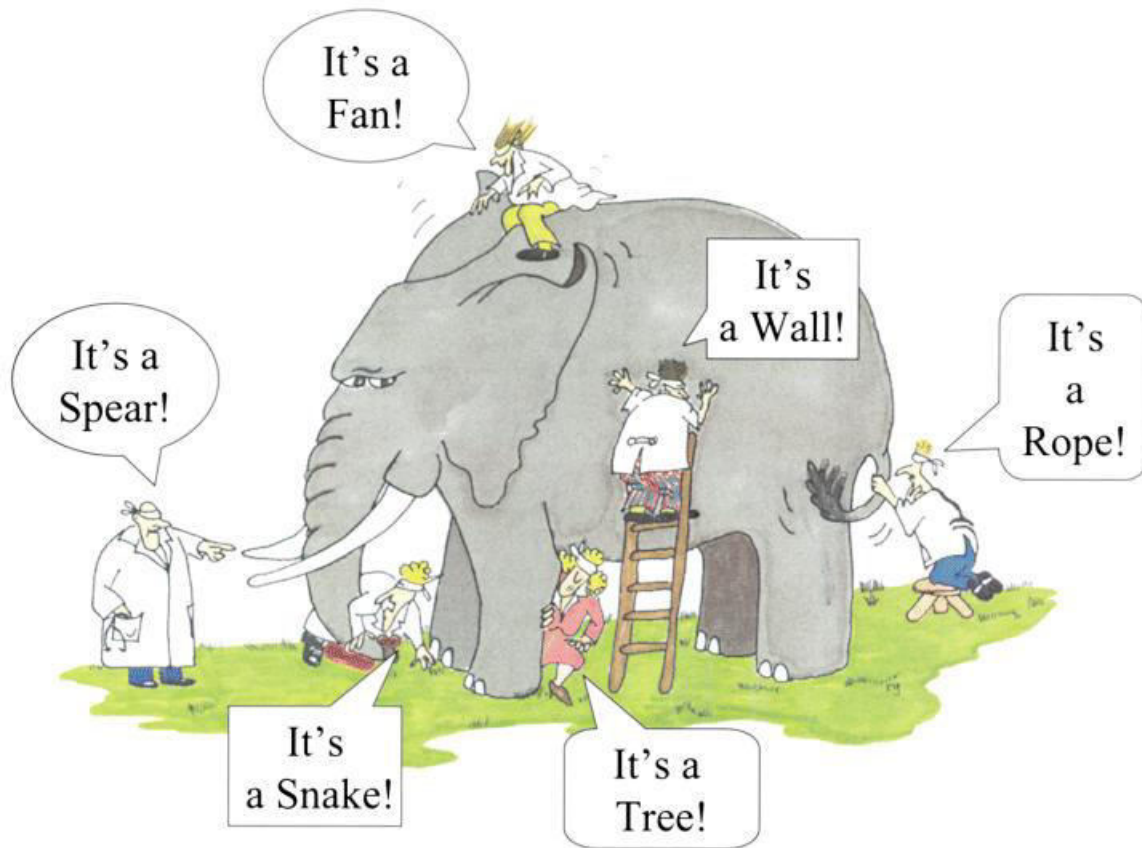
MORAL

So, oft in theologic wars
 The disputants, I ween,
 Rail on in utter ignorance
 Of what each other mean,
*And prate about an Elephant
 Not one of them has seen!*

Wrecking the Text

Stanza	Paraphrase what the stanza says in your own words.
I	Six blind educated men from India went to "see" an elephant because they were curious about it.
II	
III	
IV	
V	
VI	
VII	
VIII	
Moral	

What conclusions can you draw about the nature of “perspective” from the poem? Support your argument with evidence from the text. (You may continue on the back of this page if needed.)



A visual interpretation of "The Blind Men and the Elephant"

Academic Conversation Placemat

ELABORATE

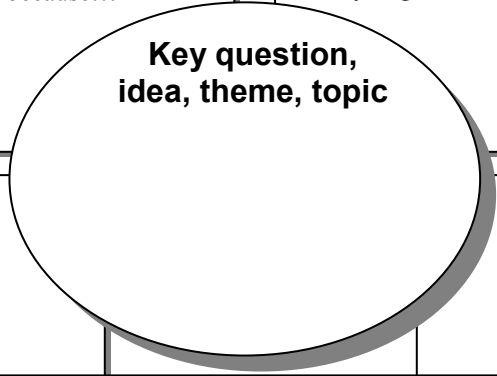
Prompt starters:
 Can you elaborate on...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Tell me more about...
 How is that important? How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?

Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 Let's see, an analogy might be...
 It is important because...

Prompt starters:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example? Are there any cases of that in real life?
 Can you give an example from your life?

Support Ideas with Examples

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...



Prompt starters:
 Is that clear?
 Can I hear what you heard?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure of all that I said.

PARAPHRASE

Response starters:
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...

Prompt starters:
 How can we summarize what we discussed?
 How can we bring these ideas together?
 What is our conclusion?

SYNTHESIZE

Response starters:
 We can say that...
 It boils down to...
 We can agree that...
 Even though some might think that..., we conclude that...

Prompt starters:
 How can we add to this idea of...
 What other ideas or examples relate to this idea?
 What else could support this idea?
 Do you agree?
 What contradicts this?
 What are other points of view?

Build on/Challenge Another's Idea

Response starters:
 I would add that...
 Building on your idea that..., I think...
 That idea connects to...
 I see it a different way. On the other hand...
 Let's stay focused on the idea of... Let's get back to the idea of...
 That makes me think of...

Rikki-Tikki-Tavi Plot Chart

Taking the perspective of one of the cobras, complete this plot chart. Remember that you must only use events that you would have witnessed or could have inferred.

The plot chart is a line graph with a rising line. The line starts at a horizontal segment on the left, then rises diagonally to a peak, and finally descends diagonally to the right. The boxes are connected as follows: a horizontal line from the left edge of the 'Starting Situation' box to the start of the rising line; the rising line connects the top-right corner of the 'Starting Situation' box to the bottom-left corner of the 'Climax' box; the descending line connects the top-right corner of the 'Climax' box to the top-left corner of the 'Resolution' box.

Starting Situation:

Conflict (What's the problem?):

Important Events:

Climax:

Resolution:

Partner Share:

When the story is told from the perspective (point of view) of _____, the reader's perception (impression) of the events changes because _____

_____.

Narrative Paragraph Checklist (Adapted from Narrative Paragraph Checklist found at <http://web.clark.edu/martpe/narrative%20parag.htm>)

After writing your paragraph, check to see if you can answer “Yes” to all of the items below. If not, revise your paragraph as needed.

Check to see if:	Yes	No
1. All of your sentences are strong, clear and varied - some long and some short, all interesting.		
2. The order of the story is correct; if you forgot some key information, it will be difficult to tell the story well.		
3. Your story has a beginning, a middle, and an end.		
4. Your transitions help explain the sequence your reader will have to follow.		
5. Your main idea is clear and appears in the beginning.		
6. Your conclusion restates what you said in your main idea.		
7. Your paragraph is free of spelling or grammatical mistakes.		
8. Your reader will easily understand how or why the event is taking place.		
9. You have enough details such as time, location, or anything else needed for your reader to understand the story.		
10. Your retelling of the story from the perspective of the cobra helps the reader see the events from a different point of view.		

Partner Share

Exchange paragraphs with a partner and check to see if all the items above are included. Use the following sentence starters to share your feedback:

<p>I thought you wrote the part about _____ really well.</p> <p>You could improve your paragraph by _____.</p> <p>My perception of the events in the story changed when you told the story from the point of view of _____ because _____.</p>

"A Walk in Their Shoes"

An Optional Point of View Project

Directions: Look at the pictures of shoes on the following pages and select one for this activity. After you have chosen a shoe, create a character who would wear those shoes. Create details and a past history for the character. Compose a one page profile in first or third person perspective of the shoe owner, telling the story of his/her life. Remember that you are imagining the owner as a living, breathing person, not just a mere list of facts. Your story should have a narrative flow. Be creative and have fun!!

Student Model

Ella Lynne Myers, an eighteen year old ballerina, had just finished one of the most exciting ballets of her life. For a poor girl from New Jersey, performing in New York City's *Nutcracker Ballet* was the highlight of her life so far.

Ella, a slender and graceful teenager, had spent her whole life attending ballet school since the age of seven. Waking up early every day was something she had to get used to but that she had finally come to accept. She was the oldest of two children, and lived with a single mother whose husband ran out on the family when Ella was two years old, leaving the girls without any financial support. But it wasn't long before Ella found what she was destined to do for the rest of her life.

Despite the great odds against her and her family, Ella stumbled upon ballet one day after watching the graceful ballerinas glide along the studio across the street from her New Jersey apartment. Every day after the bus dropped her off at the corner street near the studio, Ella dreamed big dreams of becoming a star ballerina for the New York Ballet Company. She'd once seen how beautiful and graceful they were on TV, and they became her obsession. Every day, she'd bug her mother to let her enroll in ballet classes, even though she knew the family couldn't afford it. But it turned out that money wasn't an obstacle; the girl's grandmother had set aside some money for her which she was able to use for enrolling in ballet classes.

Ella hardly knew what she was in for that first day. By the end of the first year, however, she showed amazing talent and caught the eye of her instructors. By the time Ella turned sixteen, she was accepted into Juilliard School on a scholarship where she was trained by the greatest ballerinas in the world. She was getting herself ready for the show of her life, which would launch her into a new world of opportunity. Though she'd struggled for ten years with blistered toes, bruises, torn muscles, and exhausting rehearsals, Ella Myers finally saw her name in gleaming lights outside New York's Broadway Theatre and became what she had always dreamed she could be.

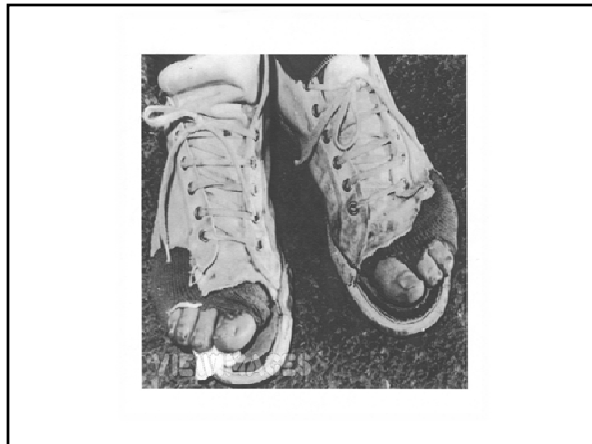
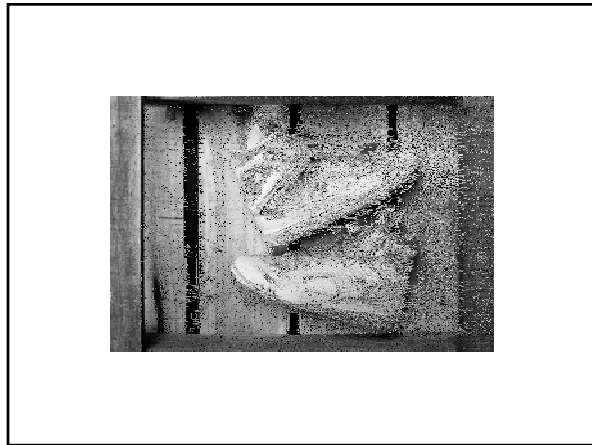


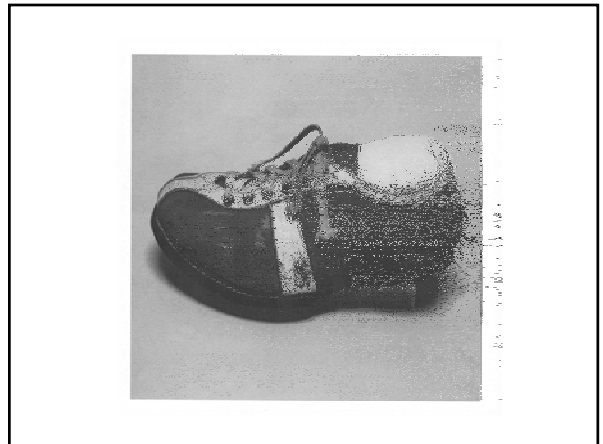
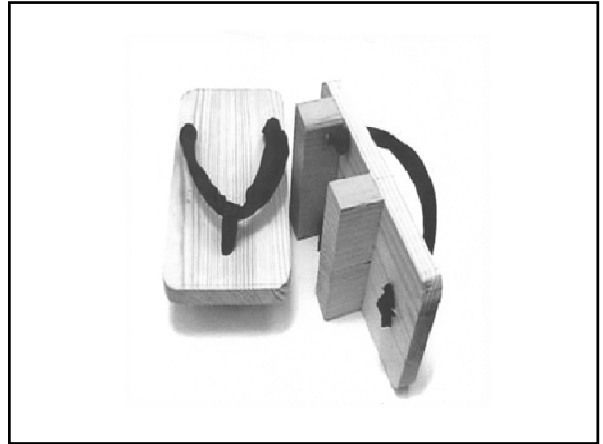
Use this page to plan your writing.

ELA Grade 7 *The Power of Point of View*, Lesson 1 Resource 1.8

A Walk in Their Shoes

Optional Point of View Project





SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: The Power of Point of View Lesson #: 2</p>	<p>Grade Level/Course: ELA Grade 7</p>	<p>Duration: 6 days Date:</p>
<p>Big Idea: Point of view has the power to affect perception. Essential Questions: How does a change in point of view affect our perception? How do writers use different points of view to develop a text? How can a certain point of view that a writer chooses influence the reader?</p>		
<p>Common Core Standards</p>	<p>Common Core Content Standards:</p> <p>Reading Informational Text</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Writing</p> <p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Speaking and Listening</p> <p>SL.7.1 Engage effectively in a range of collaborate discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language</p>	

	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> • <i>Holt Literature & Language Arts</i>, First Course, "What's Really in a Name?" pg. 233 • Resource 2.1 Non-fiction Vocabulary PowerPoint • Resource 2.2 Tracking Perspective: "What's Really in a Name?" • Resource 2.3 "Are Young Athletes Putting Themselves at Risk?" • Resource 2.4 Blank Page for Compare/Contrast Thinking Map • Resource 2.5 Quick-Write: "Which argument was more convincing?" • Resource 2.6 "Should 4-Year-Olds Be Beauty Queens?" • Resource 2.7 Additional pictures for "Beauty Queens" • Resource 2.8 Text-dependent Questions for "Beauty Queens" • Resource 2.9 Instructions for Argumentative Presentation • Resource 2.10 Reflection Prompt • Access to library or computer lab for research for argumentative presentation • Paper and writing instruments (student-provided) • Highlighters in yellow and blue (if available) • Computer and Internet access and audio capacity • Whiteboard and markers as needed • Document camera 	
<p>Objectives</p>	<p>Content:</p> <ul style="list-style-type: none"> • Analyze the point of view of three non-fiction articles • Research and write an argument of a selected topic 	<p>Language:</p> <p>Students will work collaboratively to:</p> <ul style="list-style-type: none"> • Discuss selected texts • Write and deliver a speech to support their position on a topic
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p> <p><input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence</p> <p><input checked="" type="checkbox"/> Comprehending as well as critiquing</p> <p><input checked="" type="checkbox"/> Using technology and digital media strategically and capably</p> <p><input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts</p> <p><input checked="" type="checkbox"/> Reading and writing grounded from text</p> <p><input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	point of view bias objective subjective	pseudonym judgment evaluation call to action
Pre-teaching Considerations		<ul style="list-style-type: none"> • Students should be able to Think/Write/Pair/Share effectively (stay on task, participate fully in the activity, be respectful of others' opinions). • Students should be able to interact effectively using a Round Robin approach to sharing. • Students should have access to research (library or digital), be able to evaluate quality of sources, and use evidence without plagiarizing. 	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
		Day 1 Prior Knowledge, Context, and Motivation: 1. Before starting the lesson, ask students to share their understanding so far of the Big Idea: <i>Point of view has the power to affect perception</i> , and the first Essential Question: <i>How does a change in point of view affect our perception?</i> Refresh their memory of "perspective" if necessary. 2. Introduce them to two additional Essential Questions: <ul style="list-style-type: none"> • How do writers use different points of view to develop a text? • How can a certain point of view that a writer chooses influence the reader? 	
Lesson Continuum	Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	<u>Preparing the Learner</u> 3. Explain that so far we have only discussed "perspective" using fictional texts. However, perspective can heavily influence writers of non-fiction, too. 4. Using the PowerPoint (Resource 2.1), provide definitions of point of view, bias, subjective, objective. Students will add these to their Non-fiction Vocabulary Notebook (Resource 1.2). If building a Word Wall, add these terms to it. <u>Interacting with the Text: "What's Really in a Name?"</u> 5. Read "What's Really in a Name?" on page 233 of the	Differentiated Instruction: English Learners: Day 2 #6: Give ELs sentence starters to help with their writing. "I believe that the (yes/no) side was more convincing because..."
SAUSD Common Core Unit		30	

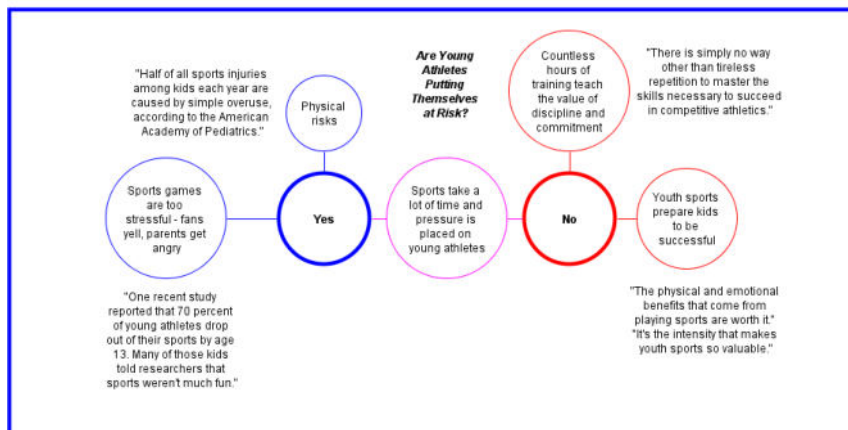
Holt textbook. Teacher will determine sections of the text that students can read alone, in pairs, or with the whole class; the Holt CD may also be used, depending on your students' needs. Ask the "Direct Teaching" questions in the Holt T.E. sidebar to confirm students' understandings about the text.

6. Clarify any of the people in the text whom the student might not know with a brief description.
7. Have students complete the Tracking Perspective activity (**Resource 2.2**) in a Think/Write/Pair/Share. (Students will work independently and then each share answers with a partner.)
8. Call on students to share their responses with the class.

Day 2

Interacting with the Text: "Are Young Athletes Putting Themselves at Risk?" Debate

1. Ask students to read each side of the article silently (**Resource 2.3**). They should circle any words or concepts that they don't understand.
2. Clarify those words and concepts as necessary.
3. Ask students which Thinking Map would best represent the ideas that are compared and contrasted in this article. On the blank page (**Resource 2.4**), have students create their map comparing/contrasting the evidence presented in the Yes/No mini articles. Students will work independently at first. An example of a Double Bubble Map is provided below:



4. Once students have a fairly complete map, have them form groups of 3 or 4. They may use their own maps to share out or put their ideas together in a group map.
5. Using a Round Robin format, students should share a piece of evidence or an opinion that has not yet been shared.

Students Who Need Additional Support:

Day 1 #4: If students need to refer to physical copies of definitions, they may use the PowerPoint hardcopy slides in their Student Resources booklets (**Resource 2.1**). The teacher may also choose to print and post the slides on the walls.

Day 2 #6: Provide students with sentence starters to help with their writing. "I believe that the (yes/no) side was more convincing because..."

Day 2 #5 - 7: Assist students in identifying reliable sources and supporting evidence for claims.

Accelerated Learners:

Day 1 #7: In place of the Tracking Perspective activity, challenge students to create a Thinking Map that traces the author's argument in the "What's Really in a Name?" article.

Day 3 #6: Draw students' attention to the word choice used in the title of the article. Which words reveal the author's bias? Have students

For example, if one student shares the point that “a lot of kids and adults think that youth sports in the U.S. have become too intense,” another student may offer the opposing view that “the amount of time that [sports] require and the pressure they place on young athletes” are actually positive qualities;” however, evidence already shared may not be repeated.

The Round Robin continues until there is nothing new to share.

Students will conduct a Round Robin following these directions:

- Share your responses one by one with your group members.
- Everyone shares.
- Others may not interrupt or comment until everyone has expressed his/her ideas.

In Round Robin sharing, emphasize the importance of being an active listener (no interruptions). You may want to model this process and have the directions posted or in front of them until the students become familiar with this structure.

6. Ask students to rank the power (how convincing is it?) of evidence recorded on their map (e.g., the best argument receives a “1”). For example, on the “yes” side of the argument, students may decide that the physical injuries are the most compelling reason why sports put young athletes at risk (#1), followed by pressure from parents and fans (#2).

NOTE: Teacher may wish to preface this with a discussion about what makes evidence powerful (scientific data, logic/rationality, appeal to strong emotions, strong examples) or weak (lack of data, over-generalized, exaggerated appeals to emotion, illogical/irrational thinking, weak/vague/disconnected examples).

7. Have students turn to the Quick-Write page (**Resource 2.5**) and complete it independently. Remind students that they should only be using evidence from the articles to decide which view was more convincing, not their own personal opinions. Also, they can discuss if a particular type(s) of evidence is more convincing than other types.

8. Again in a Round Robin, have students share the gist of their Quick-Writes (one or two sentences only). Ask students to share a group member’s response with the whole class. (You may want to warn students of this **BEFORE** they share within their groups so that they are paying extra

write alternative titles that demonstrate a positive bias and neutral (objective) perspective.

Day 4-6 #1:
Accelerated learners may be allowed to choose their own topics for research/presentation.

close attention.)

***NOTE:** Before (or in lieu of) the Round Robin, it might be effective to have students choose a different side of the room (one side for those who are “pro” youth sports and the other side for those who are “con” youth sports) to stand on, and then share their reasons why they chose that position.*

Day 3

Interacting with the Text: "Should 4-Year-Olds Be Beauty Queens?"

1. Ask students to turn to their Vocabulary Notebooks (**Resource 1.2**) and reread the definitions of "subjective" and "objective" silently. Remind them that yesterday's articles were clearly subjective (they were even titled with yes/no opinions), but articles aren't always so obvious. Alternatively, students could be asked to share their ideas about the subjectivity of the articles with a partner or in a Quick-Write format.
2. Ask students if any of them have seen the reality show *Toddlers and Tiaras* (if they haven't, explain that it is a TV show about very young girls participating in beauty contests). Allow students to share opinions and experiences of the show for a few minutes and then have them turn to the article "Should 4-Year-Olds Be Beauty Queens?" (**Resource 2.6**).
3. Read the article aloud or have student volunteers read it aloud; alternatively, students may read it independently or aloud in pairs.
4. Tell students that they will be determining if the article is subjective or objective. Have students reread the article silently highlighting facts in blue and opinions in yellow (if you don't want to use highlighters, you can have students underline facts and circle opinions or put opinions in parentheses).
5. On the overhead, have students share with you the facts and opinions that they found and mark up your article accordingly. After all the answers are collected, poll students on each answer to see if they agree or disagree; make changes as needed based on evidence that students provide, supplying guidance as needed.
6. Show the cover of the magazine and the additional picture (**Resource 2.7** – this resource is available as a hardcopy in the Student Resources booklet and may also be accessed through the SAUSD webpage by following this link: <http://www.sausd.us/Page/22743>). Ask students to share what they see and how they feel about it.

7. Draw students’ attention to the cover title "What Is Wrong with this Picture? -- Inside the shocking world of child beauty pageants," and lead them through a close reading and discussion based on the following questions: Does that title sound like the author has an opinion about the pageants? Is that opinion positive or negative? How do you know? What text supports your view?
7. Have students reread the article for a third time, this time identifying whether each line (or situation) shows child pageants in a positive or negative (good or bad) light.
8. Text-dependent Questions (**Resource 2.8**): Have students respond to the questions on the next page. Give them time to work independently, then have students share with a group in a Round Robin.
9. Ask students to share their own or a partner’s responses with the class.

Day 4 – 6

Extending Understanding -- Performance Task: Argumentative Presentation

Depending on time/resources, a paragraph is an acceptable substitution for this activity but Standards and Objectives will differ from the Lesson Plan.

1. Students will choose a topic from the list provided in the instructions (**Resource 2.9**), research the topic to find reliable supporting evidence, and present a cohesive argument to the class. The purpose is to convince someone to change a policy. (Research can be assigned as homework the night before if that is a more viable option.)
2. Students should clearly state their claim, use appropriate supporting evidence, and include a conclusion. Students may use notes during their presentation, but they should still make eye contact with the audience and not stumble over words. Be sure to go over the rubric on **Resource 2.9** together.

NOTE: *If students have not practiced oral presentations previously, they will need to see models of and practice using effective eye contact, natural pacing, appropriate volume, and pronunciation. Two Discovery Education video segments that might be helpful are “Overview of Public Speaking” [04:57] and “Presentations: More Than Words” [06:59], which can both be accessed through the SAUSD webpage by following this link:*
<http://www.sausd.us/Page/22743>.

3. After the presentations have been delivered, add a reflection piece in which students respond to the following

	<p>questions (see Resource 2.10):</p> <ul style="list-style-type: none"> • Was your speech objective or subjective? • What was your point of view? • How did that affect your perception of the topic? 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Grade 7 The Power of Point of View

Vocabulary

ELA Grade 7 *The Power of Point of View*, Lesson 2 Resource 2.1


Vocabulary

- point of view
- bias
- subjective
- objective

Point of view

- A way that someone looks at or thinks about something.

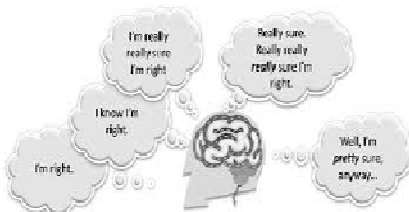
When you work with other people, it is a good idea to try to see things from your teammates' *point of view*.



Bias


- A leaning in favor of or against a person or issue

A good teacher will grade students fairly, with *no bias*.




Subjective

- Allowing personal beliefs, opinions, and attitudes to influence writing or interpretation



Objective

- Real, factual, without bias



"Lady Justice" is blind and weighs evidence without using her personal opinions.

A closer look at...

Objective vs. Subjective

Objective

- gives information without judgment or evaluation
- usually relies heavily on facts
- tells actual events that occurred, without stating more than can be inferred

Subjective

- includes personal view or opinion
- may just describe something from the author's point of view
- may include facts but will probably exclude some facts that do not support opinion

Tracking Perspective: "What's Really In a Name?"

Pages 233-234

The writer doesn't understand why Patsy changed her name.



What are 3 ways that the writer explains why some people change their names?

- 1.
- 2.
- 3.



What is the writer's main concern about changing names?



Explain the following quote: "Know from whence you came. If you know from whence you came, there are absolutely no limitations to where you can go."



What is the writer's perspective on changing names? How do you know?

"Are Young Athletes Putting Themselves at Risk?"

Injuries and burnout are on the rise among young people in competitive sports

YES

A lot of kids and adults think that youth sports in the U.S. have become too intense. In 2006, the Minnesota Youth Soccer Association polled young players about behavior they had observed at sports games. More than a third said that they had been yelled at or teased by a fan; 15 percent said their parents got angry when they played poorly. In a similar poll by *Sports Illustrated for Kids* in 2001, 74 percent of kids said that they had witnessed out-of-control adults at their games.

This sort of behavior takes an emotional toll. One recent study reported that 70 percent of young athletes drop out of their sports by age 13. Many of those kids told researchers that sports weren't much fun.

There are also physical risks. Half of all sports injuries among kids each year are caused by simple overuse, according to the American Academy of Pediatrics. Stress fractures, ruptured ligaments, and growth-plate* injuries can cause lifelong problems. They're all avoidable with rest and moderation.

I know more than I'd like to about such injuries. When my son was 18, he ruptured an elbow ligament while pitching for his high school baseball team. At the time, he was playing for three different baseball teams in three different seasons. I wish I'd realized then how excessive that was.

- Mark Hyman
Sports Journalist and Author

* Growth plates are areas of growing tissue at the ends of children's leg and arm bones. They are the weakest part of a young person's skeleton.

NO

Those who argue that youth sports are too intense point mostly to two factors--the amount of time that they require and the pressure they place on young athletes. These are the very qualities, however that make sports so valuable.

Youth sports today indeed require a big investment of time, money, and energy. But the physical and emotional benefits that come from playing sports are worth it.

Young athletes who spend countless hours training learn the value of discipline and commitment. There is simply no way other than tireless repetition to master the skills necessary to succeed in competitive athletics. When an athlete performs well as a result of this kind of training, he or she develops genuine self-confidence.

With parents shouting from the sidelines and college scouts watching, high-level competitions are packed with pressure. But when managed well, this pressure can bring out the best in young athletes.

To successfully compete in this environment, young athletes must develop mechanisms for blocking out distractions and concentrating only on the details relevant to performance. Instead of being held back by the pressure, they learn to thrive under it.

In the soccer club I work for, I've seen countless kids achieve their potential as a result of all their hard work. It's the intensity that makes youth sports so valuable.

-Nathan Pitcock
Chicago Magic Soccer Club

Junior Scholastic April 18, 2011

"Are Young Athletes Putting Themselves at Risk?"
Thinking Map to Compare and Contrast the Ideas in the Article

A large, empty rectangular box with a thick black border, occupying the central portion of the page. It is intended for a student to draw a thinking map to compare and contrast ideas from the article.

Should 4-Year-Olds Be Beauty Queens?

Millions of young children compete in pageants across America. Do these contests go too far?

By Justin O'Neill *Scholastic Scope* December 12, 2011

Four-year-old Karley stands in her family's kitchen, dressed in a bikini. She screams in terror as her mom approaches with a spray can. There is no escape for Karley. The dreaded moment has arrived.

The instant the cold mist hits her bare shoulders, Karley squirms, cries out, and stomps her feet. She shakes like she has been electrocuted.

"Look at your white legs!" Karley's mom scolds, while covering her daughter head to toe with fake tanner.

Welcome to the strange world of child beauty pageants.

In the Name of Beauty

Some 3 million kids -- most of them girls -- between the ages of 6 months and 16 years compete in American pageants each year. They face off locally and nationally in categories such as swimsuits, talent, evening wear, and themed costumes. This is a world where toddlers sport fake fingernails, a mother feeds her daughter 10 Pixy Stix as a pre-pageant energy boost, and parents routinely drop five grand on a child's pageant outfit.

You can see it all on TLC's controversial reality show *Toddlers & Tiaras*. Young contestants like Karley endure a lot in the name of "beauty": eyebrow waxes, wigs, heavy makeup, manicures, and partial dentures called "flippers" that fill in gaps left by missing front teeth. This can't possibly be good for kids, can it? Pageant fans say it's harmless fun. They say that pageants can even benefit children by building their confidence and public-speaking skills. Plus, pageant winners earn college scholarships, cash -- and those cherished sparkly tiaras, of course.

Others think that child beauty contests are downright ugly. For one thing, pageants are costly. Besides buying a closet full of pricey dresses, families spend fortunes on entry fees, travel, hotel rooms, makeup, and coaches.

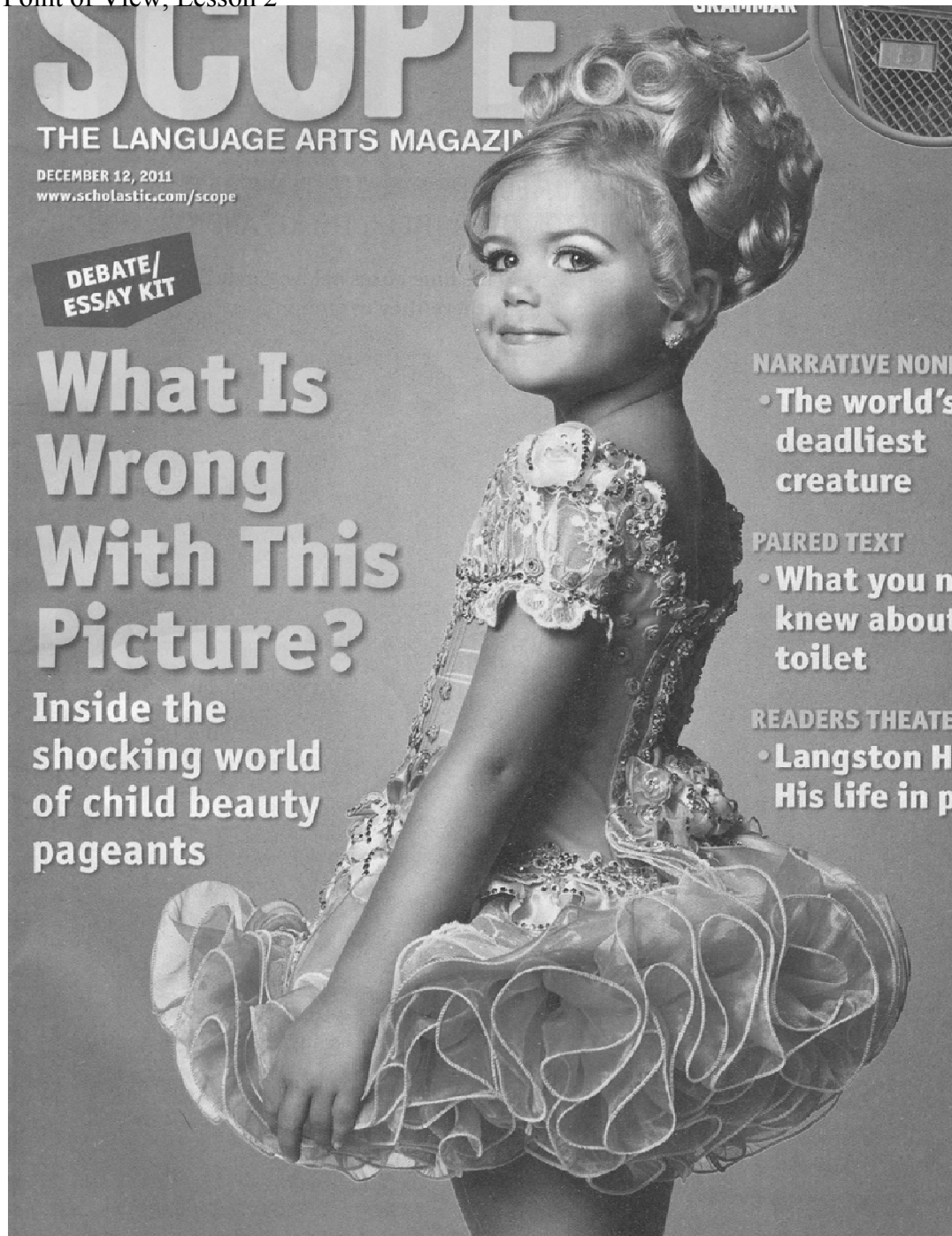
Damaging Message?

Perhaps more seriously, some believe that beauty pageants send the damaging message that appearance is the most important thing about a person. Critics also worry that instead of celebrating individuality, pageants encourage girls to change their looks to fit narrow, invented standards of beauty. There is a concern as well over the way contestants imitate the fashions and behaviors of adult celebrities, strutting across the stage in short skirts and revealing dresses. Is it appropriate for children to dress and act in such a mature way?

Despite the opposition, pageant parents insist that competing in beauty contests is no different from playing a sport, which also requires time and money and puts intense pressure on young competitors. Like young athletes, little beauty queens learn discipline, feel great pride in their accomplishments, and form lasting friendships.

Yet where but on *Toddlers & Tiaras* can you watch a mother convince her 8-year-old daughter to have her eyelashes dyed? For some, this kind of thing is cute fun. It's enough to make others want to scream.

Just like Karley.





A 6-year-old is transformed into a beauty queen.

toddlers sport fake fingernails, a mother feeds her daughter 10 Pixy Stix as a prepageant energy boost,

and parents routinely grand on a child's pageant. You can see it all on controversial reality shows like *Tiaras*. Young contestants like Karley endure a lot in "beauty": eyebrow heavy makeup and partial dentures called "flippers" that are left by miss judges. This can't be good for kids, says Pageant fan. harmless! that pageant benefits by being co-chaired by a w ea scho cash—cherished tiaras, of course. Others think child

ER 12, 2011

"Should 4-Year-Olds Be Beauty Queens?"
Text-dependent Questions

1. Was the article more positive or negative toward child beauty pageants? Support your answer with textual evidence.

2. Is the article subjective or objective? How do you know?

3. What is the author's opinion on child beauty pageants? How do you know that that is his opinion?

4. What evidence could the author have included that would have made the article more balanced?

Argumentative Presentation

You will be presenting an argument to the class. You will select a topic and decide on the claim that you would like to make. You will research that topic and compile evidence that supports your claim. After your presentation is written, you will deliver it as a speech.

Possible Topics:

Should schools require students to wear a uniform?

Should schools be allowed to sell "junk" food (e.g., soda, fried chips)?

Should girls and boys be taught in same gender classrooms?

How could your school or community be improved? (Choose only one way.)

Should cell phones be banned from schools?

To make a good presentation:

- State your claim (including your topic!) clearly
- Have sufficient, relevant information that supports your claim.
- Close your speech powerfully. (Make sure the audience knows your opinion and perhaps what they should do about it - a “call to action”.)
- Do not read your speech.
- Make eye contact with the audience.
- Speak at a natural pace and a volume that can be heard by all students.
- Pronounce your words clearly.

Use the space below to brainstorm ideas. Refer to the rubric on the next page to guide your planning.

Rubric:

4 Points	3 Points	2 Points	1 Point
Topic and claim are very clearly stated.	Topic and claim are adequately stated.	Topic and claim are somewhat clearly stated.	Topic and/or claim are not clearly stated.
Claim is fully supported with sufficient relevant information.	Claim is adequately supported with relevant information.	Claim is somewhat supported with relevant information.	Claim is not supported by relevant information.
Conclusion powerfully states the speaker's opinion and may include a call to action.	Conclusion adequately states the speaker's opinion.	Conclusion somewhat states the speaker's opinion.	Conclusion does not state the speaker's opinion.
Speaker consistently maintains eye contact, natural pace, appropriate volume, and pronunciation.	Speaker adequately maintains eye contact, natural pace, appropriate volume, and pronunciation.	Speaker occasionally maintains eye contact, natural pace, appropriate volume, and pronunciation.	Speaker does not maintain eye contact, natural pace, appropriate volume, or pronunciation.

SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: The Power of Point of View Lesson #: 3</p>	<p>Grade Level/Course: ELA Grade 7</p>	<p>Duration: 5-7 days Date:</p>
<p>Big Idea: Point of view has the power to affect perception. Essential Questions:</p> <ul style="list-style-type: none"> • How does a change in point of view affect our perception? • How do writers use different points of view to develop a text? • How can a certain point of view that a writer chooses influence the reader? • How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text? • How can point of view change the theme of a story? 		
<p>Common Core Standards</p>	<p>Common Core Content Standards:</p> <p>Reading Literature</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Reading Informational Text</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Writing</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences.</p> <p>Speaking and Listening</p> <p>SL.7.1 Engage effectively in a range of collaborate discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>Language</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> • <i>Holt Literature & Language Arts</i>, First Course – "Point of View: Through Whose Eyes?" by John Leggett pages 222-223; "Yeh-Shen" pages 251-255 • Holt Interactive Reader – "Beauty and the Beast" pages 122-126 • Resource 3.1 Fiction Vocabulary Notebook 	

		<ul style="list-style-type: none"> • Resource 3.2 Viewing with a Focus • Resource 3.3 Point of View Pictures • Resource 3.4 Fiction Vocabulary PowerPoint • Resource 3.5A Point of View Identification Activity • Resource 3.5B Point of View Identification Activity – Answer Key • Resource 3.6 "Beauty and the Beast" Text-dependent Questions • Resource 3.7 “Yeh-Shen” What if... • Resource 3.8 Revising for Point of View • Resource 3.9 Fairy Tale Times Two • Paper and writing instruments (student-provided) • Computer and Internet access and audio capacity • Whiteboard and markers as needed • Document camera if desired • Chart paper if desired 	
Objectives		<p>Content: Students will:</p> <ul style="list-style-type: none"> • Read to understand the meaning of literary point of view terms • Contrast the point of view of various versions of the same story • Rewrite fairy tales from alternate points of view using effective narrative techniques 	<p>Language: Students will work collaboratively to:</p> <ul style="list-style-type: none"> • Explain the point of view of various texts • Rewrite a passage from “Yeh-Shen” in a different point of view • Compose two versions of the same fairy tale told from different perspectives
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Using technology and digital media strategically and capably (if technology available) <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	point of view first-person third-person limited omniscient theme	dynasties, sage
SAUSD Common Core Unit		50	

<p>Pre-teaching Considerations</p>	<ul style="list-style-type: none"> Students should be able to Think/Write/Pair/Share effectively (stay on task, participate fully in the activity, be respectful of others' opinions). 	
<p>Lesson Delivery</p>		
<p>Instructional Methods</p>	<p>Check method(s) used in the lesson:</p> <p> <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection </p>	
	<p>Day 1</p> <p>Prior Knowledge, Context, and Motivation:</p> <ol style="list-style-type: none"> Before starting the lesson, remind students of the Big Idea: <i>Point of view has the power to affect perception</i>, and the Essential Questions: <i>How does a change in point of view affect our perception? How do writers use different points of view to develop a text? How can a certain point of view that a writer chooses influence the reader?</i> Refresh their memory of "perspective" if necessary. Introduce the remaining Essential Questions: <ul style="list-style-type: none"> How do omniscient, first-person, and third-person limited points of view differ and what impact to they have on a reader's understanding of the text? How can a change in point of view change the theme of a story? Using the Fiction Vocabulary Notebook, have students identify whether they can use/define, have heard/seen, or don't know each word (Resource 3.1). 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson Continuum</p> <p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p><u>Preparing the Learner</u></p> <ol style="list-style-type: none"> Have students turn to Viewing with a Focus (Resource 3.2). Project the three Point of View pictures in color on the board/screen (Resource 3.3 – this resource is available as a black and white hardcopy in the Student Resources booklet and may also be accessed through the SAUSD webpage by following this link: http://www.sausd.us/Page/22743). Provide enough time for students to view the pictures and respond to the questions. Once students have examined all three pictures, have them respond to the questions at the bottom of the chart: "From each picture's point of view, what would you see and notice? What would you NOT see and notice? What are the advantages/disadvantages of each perspective?" After students finish writing their responses, have them take turns sharing with a partner. The teacher may call on volunteers to share answers with the class. <p><u>Interacting with the Text</u></p> <ol style="list-style-type: none"> Have students turn to pg 222 in Holt and read the essay, "Point of View: Through Whose Eyes?" aloud with students 	<p>Differentiated Instruction:</p> <p>English Learners and Students Who Need Additional Support: Day 2 #2: Use Interactive Reader CD (that pauses for students to complete the questions).</p> <p>Accelerated Learners: Day 2 #4: Have students Think/Write/Pair/Share with the question "What is</p>

following along. (The CD or student readers are acceptable as well.)

8. Using the Fiction Vocabulary PowerPoint (**Resource 3.4** – accessed through the SAUSD webpage by following this link: <http://www.sausd.us/Page/22743>), have students record the definitions in their Fiction Vocabulary Notebook (**Resource 3.1**). If building a Word Wall, add these terms to it.

9. Have students complete the Point of View Identification activity (**Resource 3.5**) in class or for homework.

Day 2

1. Have students trade and grade the Point of View Identification activity (**Resource 3.5**) from the day before. Review the correct answers but have students award points based on completion rather than strictly correct answers. Alternatively, you may choose to collect and grade this worksheet as a formal assessment piece.

2. Open to page 122 in the 7th grade Interactive Reader. Read “Beauty and the Beast” (both versions) aloud, or have students take turns reading aloud. (If you do not have Interactive Readers, an electronic version of “The Beauty and the Beast” can be accessed through the SAUSD webpage by following this link: <http://www.sausd.us/Page/22743>.)

3. Have students reread each version silently and complete the Text-dependent Questions (**Resource 3.6**).

4. Once students have answered the questions, have them Pair/Share their results and then ask students to share their partner’s responses with the class.

5. As both versions of “Beauty and the Beast” are subjective, it may be valuable to discuss the *objective* truths of the narrative. Teacher might include discussion about the “absolute plot” or “the true story” to help reinforce the idea that one’s perceptions are all based on one’s point of view/perspective.

6. Review Big Idea and answer Essential Questions.

Day 3

1. Ask if students are familiar with the Cinderella fairy tale. After all the “yes’s,” share the fact that there are more than 900 versions of “Cinderella.” Scholars have traced the oldest version back more than a thousand years, to China. Let students know that we will be reading a Chinese version of the story titled “Yeh-Shen.”

2. Have students open their Holt books to page 251. Read the first three pages of story aloud (or play the CD), then have the students read in partners to finish the story.

the theme of each version? How does the change in point of view affect the theme?"

Day 5: Creative writers can create their own fairy tale that can be told from two points of view.

3. Ask students to think (but not yet say) which point of view this story uses. When you give them the cue, have them chorally respond with *first*, *third*, or *omniscient*. If you hear responses other than *omniscient*, guide the students to the correct identification. (Does the narrator use "I" to describe himself/herself? Is the narrator a character in the story? Does the narrator share the thoughts and feelings of multiple characters?) *If you're concerned that choral response may not capture all students, alternatives include having students use individual dry erase boards, hand signals, and/or having them share with a partner.*
4. In preparation for the next task, discuss how a story's theme can change based on the point of view used. For example, how did the theme of "Beauty and the Beast" change when it was told from the point of view of the Beast?
5. Have students begin working on the "Yeh-Shen" What if... activity (**Resource 3.7**). Model as needed. Students will Think/Write/Pair/Share. Ask students to share partner's responses with the class.
6. Have the students read the directions for "Revising for Point of View" (**Resource 3.8**). For homework, students should reread the listed passages and choose which passage they would like to revise.

Day 4

1. Have students silently reread the definitions of the types of point of view (Vocabulary Notebook, **Resource 3.1**). At this time, if you have not been talking about it throughout, have students complete The "Examples in the Text" portion of both Vocabulary Notebooks (non-fiction and fiction, **Resources 1.2 and 3.1**) using text examples from this unit. Have students Think/Write/Pair/Share; ask students to share what their partners came up with.
2. Have students find the "Revising for Point of View" page (**Resource 3.8**). Remind students that the original story was written in the omniscient point of view, so they must either choose first-person or third-person limited. Their revision must accurately reflect the point of view of the narrator with appropriate pronouns, taking into account what information is accessible to the narrator. (Students may need to review pronouns.)
3. Give the students time to write their revisions.
4. Once most students are winding down their writing (can be finished as homework), have them work with a partner taking turns reading their revisions to each other.
5. For homework, students will write down as many fairy tales as they are familiar with and then choose a tale that they would like to tell from two different perspectives (**Resource 3.9**).

Days 5-7

Have students share the titles of fairy tales they chose with the class while you create a master list or Circle Map on the overhead or on chart paper.

Extending Understanding

1. Go over the rubric on **Resource 3.9** (see below) with the students and review narrative writing as needed. For additional resources, teacher may access the 7th grade writing lessons on the SAUSD curriculum webpage by following this link: <http://www.sausd.us/Page/14433>.

4 Points	3 Points	2 Points	1 Point
Narrative contains a clearly defined beginning, middle, and end; transitions are consistently used to convey sequence.	Narrative contains an adequately defined beginning, middle, and end; transitions are usually used to convey sequence.	Narrative contains a somewhat defined beginning, middle, and end; transitions occasionally used to convey sequence.	Narrative does not contain a beginning, middle, and end; transitions are not used to convey sequence.
Characters are richly defined and developed; points of view are clearly expressed.	Characters are adequately defined and developed; points of view are relatively well expressed.	Characters are somewhat defined and developed; points of view are expressed, but not clear.	Characters are not well defined or developed; lacks point of view.
Descriptive words and details are powerfully used to capture action and convey experiences and events.	Descriptive words and details are adequately used to capture action and convey experiences and events.	Descriptive words and details are somewhat used to capture action and convey experiences and events.	Descriptive words and details are not used to capture action and convey experiences and events.
Writing contains few or no errors in English conventions (grammar, capitalization, punctuation, spelling).	Writing contains some errors in English conventions that do not interfere with the reader's understanding.	Writing contains some errors in English conventions that interfere with the reader's understanding.	Writing contains many errors in English conventions that interfere with the reader's understanding.

2. Before student begin to write, have students Think/Write/Pair/Share: When they were revising the "Yeh-Shen" passage, what did they have to keep in mind? Was there anything that proved to be tricky or difficult about the process?

	<p>3. Students should proceed to write the two versions of their fairy tales in class. (Teacher can provide examples of fairy tales to be used as a reference if needed.)</p> <p>If necessary, students can finish as homework.</p>	
	<p><u>Opportunities to accelerate Learning Through Technology:</u></p> <p>If you have the technology, students may type their fairy tales and use visuals, or they may create a digital presentation (PowerPoint, Prezi, etc.) to share their fairy tales with the class.</p>	
	<p>4. Students post their finished fairy tales to share with the class.</p> <p>5. Reflective Exit Slip (this can be done the next day to allow for more writing time): Display the following questions on the overhead or board:</p> <ul style="list-style-type: none"> • How did the change in point of view change your story? • What did you have to keep in mind as you wrote the different versions? • Did one version seem more "accurate"? If yes, why? 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Vocabulary Notebook: The Power of Point of View -- Fiction

Word	Can define/ use it	Have heard it/ seen it	Don't know	Definition	Application or example in texts
point of view					
omniscient					
first-person					
third-person limited					

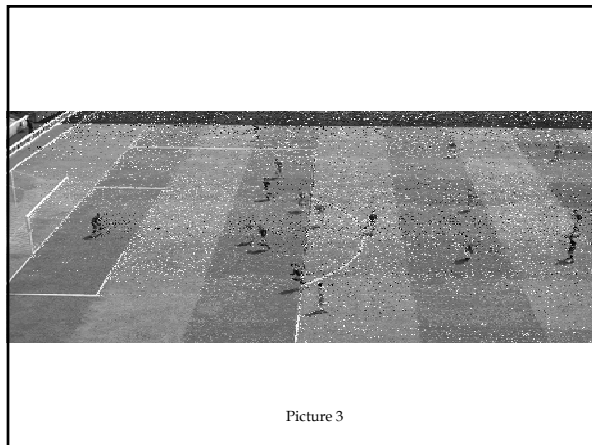
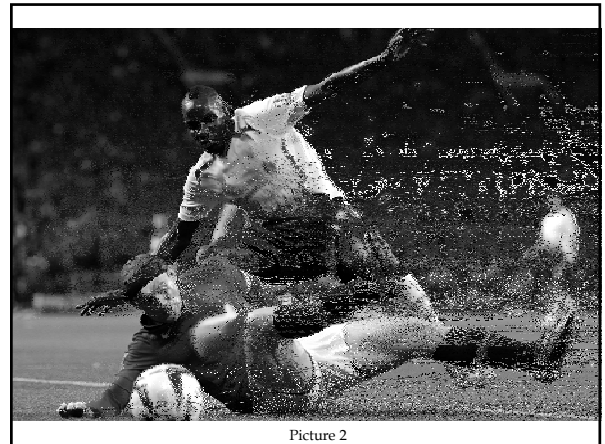
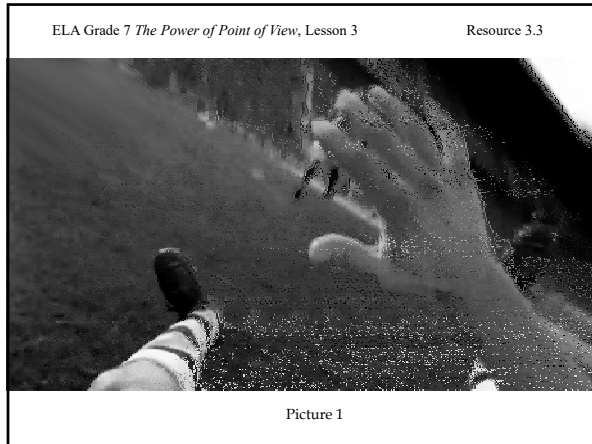
Viewing with a Focus

For each of the three pictures you will see, answer all three questions.

	Picture 1	Picture 2	Picture 3
Describe what you can see in this picture.			
How involved in the action do you feel?			
What information might you be missing out on outside of the picture?			

Once you have viewed all three pictures, answer the following questions:

From each picture’s point of view, what would you see and notice? What would you NOT see and notice? What are the advantages/disadvantages of each perspective?



ELA Grade 7 The Power of Point of View, Lesson 3 Resource 3.4

**GRADE 7
THE POWER OF
POINT OF VIEW**


Vocabulary -- Fiction

Vocabulary

- point of view
- first-person
- third-person, limited
- omniscient

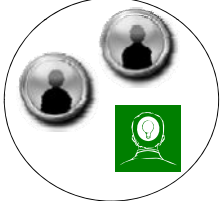
Point of View

□ The vantage point from which a story is told



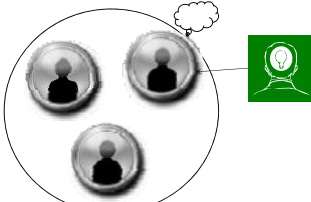
First-Person

- The narrator is a character in the story.
- The narrator tells the story through only his/her perspective.



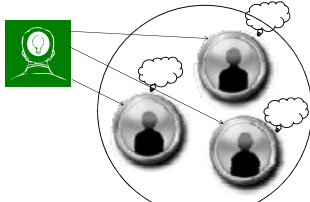
Third-Person, Limited

- The narrator is not a character in the story.
- The narrator tells the story through the thoughts and feelings of just one character.



Omniscient Point of View

- The narrator is not a character in the story.
- The narrator tells the story through the most personal thoughts and feelings of all the characters.



Point of View Identification Activity

Directions: Read each of the passages below. Identify its point of view and explain how you know you're right. Choose from first-person, third-person limited, or omniscient point of view.

Passage #1:

"As I walked by the corner of my room, where my computer table was set up, I pressed the on button, slid a diskette into the floppy drive, then went to brush my teeth. By the time I got back, the computer's screen was glowing greenly, displaying the message: Good morning, Kevin."

1. Point of View: _____

2. How do you know?: _____

Passage #2:

"The princess bent down to kiss the slimy toad; she was once told that if she kissed a toad by the side of a pond, the toad would magically turn into a handsome prince. She thought and wished to herself, 'If only, if only,' but when she went to kneel down, the toad was gone."

1. Point of View: _____

2. How do you know?: _____

Passage #3:

"The young maiden's loveliness, her hair solid black and shining in the sun, made her seem such a lovely being. The king suddenly knew without a doubt that he was to marry her. The entire town would throw them a grand wedding and the two would live happily ever after."

1. Point of View: _____

2. How do you know?: _____

Passage #4:

"There was so much to learn and understand when it came to being a dragonrider that sometimes, Keevan was overwhelmed. How would he ever be able to remember everything he ought to know at the right moment?"

1. Point of View: _____

2. How do you know?: _____

Point of View Identification Activity – Answer Key

Directions: Read each of the passages below. Identify its point of view and explain how you know you're right. Choose from first-person, third-person limited, or omniscient point of view.

Passage #1:

"As I walked by the corner of my room, where my computer table was set up, I pressed the on button, slid a diskette into the floppy drive, then went to brush my teeth. By the time I got back, the computer's screen was glowing greenly, displaying the message: Good morning, Kevin."

1. Point of View: First-person
2. How do you know?: Told from first-person point of view using "I."

Passage #2:

"The princess bent down to kiss the slimy toad; she was once told that if she kissed a toad by the side of a pond, the toad would magically turn into a handsome prince. She thought and wished to herself, 'If only, if only,' but when she went to kneel down, the toad was gone."

1. Point of View: Third-person limited
2. How do you know?: Told from the viewpoint of the princess.

Passage #3:

"The young maiden's loveliness, her hair solid black and shining in the sun, made her seem such a lovely being. The king suddenly knew without a doubt that he was to marry her. The entire town would throw them a grand wedding and the two would live happily ever after."

1. Point of View: Omniscient
2. How do you know?: Narrator reveals multiple points of view.

Passage #4:

"There was so much to learn and understand when it came to being a dragonrider that sometimes, Keevan was overwhelmed. How would he ever be able to remember everything he ought to know at the right moment?"

1. Point of View: Third-person limited
2. How do you know?: Told from the viewpoint of Keevan.

"Beauty and the Beast"
Text-dependent Questions

	Version 1	Version 2
Is the narrator a character in the story?		
If the narrator is a character, what pronouns does the narrator use to describe himself or herself?		
What does the narrator know about other characters' thoughts and feelings?		
From which point of view is the story told? (omniscient, first-person, and third-person)		
What overall effect did the choice of narrator have on the story? Use evidence from the stories to support your conclusion.		

"Yeh-Shen" What if...

If the following character became the narrator, what other details, thoughts, or feelings might the reader learn about?

If Yeh-Shen narrated the story

If the following character became the narrator, what might be the story's theme?

If Yeh-Shen narrated the story, the theme might be

If the stepmother narrated the story

If the stepmother narrated the story, the theme might be

If the king narrated the story

If the king narrated the story, the theme might be

Revising for Point of View

"Yeh-Shen"

Directions: You will **choose one** of the short passages below and revise it so that it is being told from a different point of view. Since "Yeh-Shen" is told with an omniscient narrator, you may choose first-person or third-person limited for your version. Use the lined pages attached for your writing.

Passage 1: The Killing of Yeh-Shen's Fish (page 252)

Somehow the stepmother heard of this. She was terribly angry to discover that Yeh-Shen had kept a secret from her. She hurried down to the pond, but she was unable to see the fish, for Yeh-Shen's pet wisely hid itself. The stepmother, however, was a crafty woman, and she soon thought of a plan. She walked home and called out, "Yeh-Shen, go and collect some firewood. But wait! The neighbors might see you. Leave your filthy coat here!" The minute the girl was out of sight, her stepmother slipped on the coat herself and went down again to the pond. This time the big fish saw Yeh-Shen's familiar jacket and heaved itself onto the bank, expecting to be fed. But the stepmother, having hidden a dagger in her sleeve, stabbed the fish, wrapped it in her garments, and took it home to cook for dinner.

When Yeh-Shen came to the pond that evening, she found her pet had disappeared. Overcome with grief, the girl collapsed on the ground and dropped her tears into the still waters of the pond.

Passage 2: The Feast (pages 253-254)

That day Yeh-Shen turned many a head as she appeared at the feast. All around her people whispered, "Look at that beautiful girl! Who can she be?"

But above this, Stepsister was heard to say, "Mother, does she not resemble our Yeh-Shen?"

Upon hearing this, Yeh-Shen jumped up and ran off before her stepsister could look closely at her. She raced down the mountainside, and in doing so, she lost one of her golden slippers. No sooner had the shoe fallen from her foot than all her fine clothes turned back to rags. Only one thing remained—a tiny golden shoe. Yeh-Shen hurried to the bones of her fish and returned the slipper, promising to find its mate. But now the bones were silent. Sadly Yeh-Shen realized that she had lost her only friend. She hid the little shoe in her bedstraw and went outside to cry. Leaning against a fruit tree, she sobbed and sobbed until she fell asleep.

The stepmother left the gathering to check on Yeh-Shen, but when she returned home, she found the girl sound asleep, with her arms wrapped around a fruit tree. So, thinking no more of her, the stepmother rejoined the party. Meantime, a villager had found the shoe. Recognizing its worth, he sold it to a merchant, who presented it in turn to the king of the island kingdom of T'o Han.

Passage 3: Yeh-Shen Retrieving Her Slipper (pages 254-255)

It wasn't until the blackest part of night, while the moon hid behind a cloud, that Yeh-Shen dared to show her face at the pavilion, and even then she tiptoed timidly across the wide floor. Sinking down to her knees, the girl in rags examined the tiny shoe. Only when she was sure that this was the missing mate to her own golden slipper did she dare pick it up. At last she could return both little shoes to the fish bones. Surely then her beloved spirit would speak to her again.

Now the king's first thought, on seeing Yeh-Shen take the precious slipper, was to throw the girl into prison as a thief. But when she turned to leave, he caught a glimpse of her face. At once the king was struck by the sweet harmony of her features, which seemed so out of keeping with the rags she wore. It was then that he took a closer look and noticed that she walked upon the tiniest feet he had ever seen.

With a wave of his hand, the king signaled that this tattered creature was to be allowed to depart with the golden slipper. Quietly, the king's men slipped off and followed her home.

All this time, Yeh-Shen was unaware of the excitement she had caused. She had made her way home and was about to hide both sandals in her bedding when there was a pounding at the door. Yeh-Shen went to see who it was—and found a king at her doorstep. She was very frightened at first, but the king spoke to her in a kind voice and asked her to try the golden slippers on her feet. The maiden did as she was told, and as she stood in her golden shoes, her rags were transformed once more into the feathered cloak and beautiful azure gown.

Use this space to plan your revision.

Which passage will you revise? _____

From whose perspective will you write? _____

What point of view will you use? (First-person or third-person limited)

Think about how you will change the way the story is told based on the character's perspective, and which pronouns you will use depending on the point of view used.

Fairy Tale Times Two

Directions: Use the space below to brainstorm as many fairy tales that you can remember well.

You will choose a fairy tale that you are very familiar with and tell it from two points of view and two different characters. (For example, the "Beauty and the Beast" versions were told as omniscient and first-person from the Beast.)

Example of "Beauty and the Beast" from the omniscient point of view:

"Long ago there lived a merchant with three lovely daughters..."

Example of "Beauty and the Beast" from the first-person point of view:

"I was glad when I turned into a beast..."

Appendix of Strategies Used in the Unit (not comprehensive)

Quick-Write – page 74

Round Robin – page 75

Thinking Maps – page 76

Think-Pair-Share – page 77

Viewing with a Focus – page 78

Vocabulary Notebook – page 79

Wrecking a Text – page 80

Quick-Write: Teacher Rationale and Procedure

Purpose: The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the activity is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

Required for use: An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the activity. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

Structure of the activity: One way this activity may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write, "I don't know what to write about" for the allotted time.

Process outline:

- 1) Students respond in writing to a prompt without focusing on spelling and grammar correctness.
- 2) Students have no more than 3-5 minutes to write their response.

Adapted from Understanding Language ell.stanford.edu

Round-Robin: Teacher Rationale and Procedure

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else’s opportunities to participate. By requiring that every student states his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained.

Structure of the activity: Round Robin requires members of a group to listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some teachers use a prop when first introducing this task. The student holding the prop “holds the floor,” and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- 1) Each student shares his/her response to a prompt.
- 2) One person speaks at a time
- 3) Nobody should interrupt
- 4) If a student’s answer is similar to somebody else’s, the student may not pass. Instead the student should indicate agreement (“I have the same opinion as... I also think ...”)
- 5) There are no interruptions or discussions until the four members have finished sharing their responses.

Adapted from Understanding Language ell.stanford.edu

Thinking Maps: Teacher Rationale and Protocol

Purpose: Thinking Maps are eight specific visual patterns. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations.

Required for use: Thinking Maps professional development is designed to increase teacher and leadership effectiveness. A 3-5 year plan of action should be designed to address the specific yearly goals within a school or district improvement plan.

Structure of the activity: Each visual is linked to a specific thought process. By connecting a concrete visual design with a specific abstract thought process, students create mental visual patterns for thinking. Thinking Maps are most effective when used to teach readiness standards or objectives. Disciplinary literacy requires students to think critically, creatively and analytically in all content areas. As students learn different concepts with increasing complexity, they can apply the same patterns for cognition in all areas.

Students use visual patterns to work collaboratively for deeper comprehension at all content areas and grade levels. They are empowered with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. In addition, students use Thinking Maps for the production and distribution of a range of writing types and purposes

Process outline:

Each Thinking Map is designed to answer guiding questions that are related to a specific thought process.

- 1) Circle Map – defining in context. Understand and use general (Tier 2) and domain-specific (Tier 3) academic vocabulary.
- 2) Tree Map – classifying and grouping. Identify the main idea(s), key supporting ideas and details in complex texts.
- 3) Bubble Map – describing with adjectives. Use relevant descriptive details and sensory language in reading and writing.
- 4) Double Bubble Map –comparing and contrasting. Compare and contrast important points in two texts or points of view; draw comparative inferences about two populations.
- 5) Flow Map – sequencing and ordering. Understand the steps and patterns in complex processes in order to answer questions and solve problems.
- 6) Multi-Flow Map – analyzing causes and effects. Evaluate the argument and specific claims in a text; determine the impact the author’s purpose and point of view have on a text.
- 7) Brace Map – identifying part/whole relationships. Use common affixes to determine and clarify the meaning of unfamiliar vocabulary terms.
- 8) Bridge Map – seeing analogies. ”Choose two historical leaders and show their relationship to important movements or conflicts. Remember to state your relating factor.”

Adapted from thinkingmaps.com/thinking_maps_common_core.php

Think-Pair-Share: Teacher Rationale and Protocol

Purpose: Providing “think time” increased quality of student response so that students become actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed and resolved during the discussion state. Students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class. Think-Pair-Share provides opportunities to bridge concepts as well as schema build for English Learners.

Structure of the activity:

- ✓ Assign Partners—Be sure to assign discussion partners rather than just saying “Turn to a partner and talk it over.” When you don’t assign partners, students frequently turn to the most popular student and leave the other person out.
- ✓ Change Partners—Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
- ✓ Monitor Discussion—Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group discussion that follows.
- ✓ Randomly Select students—During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you may find they didn’t listen well to their partner, but if you keep using this strategy, they will learn to listen to their partner.

Process outline:

Think:

- 1) The teacher asks one or two questions for students to consider.
- 2) In order to see what they are thinking, and to provide further scaffolding to them if needed, the teacher asks students to jot down key elements of their answer using words or phrases, but not complete sentences.
- 3) Depending on the complexity of the questions, the teacher may assign between three and five minutes for students to jot down their ideas.
- 4) In the meantime, the teacher circulates around the classroom monitoring and checking what students have written. An empty piece of paper may be an indication that the students need support from the teacher.

Pair:

- 5) Students are asked for form dyads. There are many ways of doing this, depending on time available, the nature of the questions, or even what time of the day it is (classes immediately after lunch may require opportunities for movement).

Share:

- 6) Dyads orally share their responses with each other.
- 7) All students should be read –if called upon—to present to the class their partner’s responses first, and then their own.

Viewing with a Focus: Teacher Rationale and Protocol

Purpose: This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc. In the same way that reading focus questions help students navigate through extraneous or non-salient information in a written text, questions for viewing help students focus on what the teacher thinks is important or noteworthy in a predominately visual text.

Required for use: The questions that guide students’ viewing of text need to focus on central ideas in the discipline or subject area. If students are asked low-level questions, they will concentrate on details instead of key ideas or discipline specific ways of analyzing text.

Structure of the activity: Students are asked to read or view with a specific purpose in mind. For example, they may be given three questions to consider as they view a text or members of a group may have different questions to focus on. Students may need several different possible models of how they might begin their responses to a focus question. Models should be generative, meaning that students are learning ways of using language that will be useful in other academic settings. If visual texts are lengthy, complex, or viewed in different ways (with sound, without sound), students may need questions for different sections or viewings.

Process outline:

- 1) Students use the focus question(s) as a guide for viewing and jotting down notes in response to the question(s).
- 2) Students initially work alone, but may share responses with a partner or small group.

Adapted from Understanding Language by WestEd’s Teacher Professional Development Program

Vocabulary Notebook: Teacher Rationale and Protocol

Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. This notebook also serves as a tool students can use across disciplines and can be adapted for some high-stakes exams (glossary).

Vocabulary Notebook includes

- ✓ Word and Translation (primary language)
- ✓ Picture or Image
- ✓ Definition
- ✓ Source Sentence
- ✓ Original Sentence

Process

Include Key Words Essential to Understanding, those words that cannot be deciphered using content clues.

- 1) In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc.).
- 2) Teacher walks around the room and notes students' knowledge and/or misconceptions.
- 3) Teacher leads a discussion on these words and provides sample explanations.
- 4) Students record the information in their Vocabulary Notebooks (word/translation, visual or image, definition, source sentence, and original sentence).

NOTE: Teachers may also want to create worksheets or transfer images to a PowerPoint if desired.

You may also want to include other essential words (from AWL and content-specific lists). These may be words that students can decipher meaning using context clues.

- 1) Using “Wordsift,” www.wordsift.com, teacher notes key vocabulary from Academic Word List (AWL) and content-specific vocabulary to alert students to notice while reading the text.
- 2) Student record words in *Vocabulary Notebook* and during/after reading include: translation (EL students), picture or image, definition, example source sentence, original sentence.

Students should include personal new words as well to increase their vocabulary. Teacher should provide students with numerous opportunities for them to say and write using these words.

IMPORTANT NOTE: The first column of the Vocabulary Notebook (Word/Translation) is a personal glossary for English learners. Students can use this on some high-stakes exams, such as the CAHSEE. Students would simply need to cut along the line of the first column to have their personal glossary.

Adapted from Sonja Munevar Gagnon, QTEL training

Wrecking a Text: Teacher Rationale and Protocol

Purpose: Focuses on rewriting a complex text into its simplest form in order to determine meaning and appreciate the author's craft.

Structure of the activity: Wrecking the text involves the student undertaking an intensive analysis of a linguistically complex text to come to terms with what it says, how it says it, and what it means. This is accomplished by breaking the text down to its most basic meaning and then comparing it to the original text to identify how the author chooses specific language and structure to express his/her ideas. This allows students to demonstrate simple comprehension of the text, but, more importantly, allows them to understand the power of the original language.

Process outline:

- 1) Students work independently or in pairs to read the selected text and use context clues to determine the basic meaning.
- 2) Students rewrite the text in their own words at its most basic level of meaning.
- 3) Students then compare the simplified text to the original and draw conclusions about how the meaning is affected by the author's choices.

Adapted from Diane Lapp, Text Complexity training