

ANALYZING POINTS OF VIEW IN A LITERARY TEXT

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CONTENTS

TEACHER NOTES

An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.

LEARNING MAP TOOL

An overview of the standards, the learning map section, and the nodes addressed in the lesson set.

INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–3

Detailed walkthroughs of each lesson.

STUDENT HANDOUTS FOR LESSONS 1–3

Reproducible handouts students will use to complete activities during the lessons.

STUDENT FEEDBACK GUIDE

A feedback tool for students to complete following the lesson set.

ANALYZING POINTS OF VIEW IN A LITERARY TEXT

TEACHER NOTES

RL.7.6, Lessons 1–3

UNIT OVERVIEW

In this unit, students examine point of view by role-playing, discussing, and analyzing different characters' actions and feelings. Students trace how an author develops characters' points of view, and they study why the characters have different points of view about the same event.

Lesson 1: In this lesson, students create a skit that shows the feelings and responses of two characters to one event. First, students come up with a scenario, create characters, and determine how the characters react to and feel about the event. Then they write a short script, with character dialogue and actions, that demonstrates the differing points of view.

Lesson 2: In this lesson, students describe the points of view of multiple characters in a short story. Students find examples in the text that show characters' points of view and then contrast the points of view of two characters.

Lesson 3: In this lesson, students track how the characters change over the course of the story and how the author develops the characters' points of view. Students identify the actions and feelings of the characters in the beginning, middle, and end of the story and examine how they change. Then they analyze how the characters develop different points of view of the same event.

Research Findings	Lesson Strategies, Approaches, or Activities
Group dramatic play helps students create meaning. (Wilhelm, 1998)	In Lesson 1, students create a skit in which they present the different points of view of two people in a school scenario.
Close reading includes determining what the text says, questioning, making inferences, and using evidence to support interpretations. When students read closely and return to the text to find evidence that supports their ideas, it enhances and expands their understanding. (Elliott-Johns & Puig, 2015)	In Lessons 2 and 3, students practice how to find text evidence to support their interpretations of characters' points of view.

<p>Knowing who is telling the story and how they feel about the events in a story is necessary for comprehending literary texts. Students must be able to determine the characters, but they also need to discern how a character's point of view influences events and situations in the text.</p> <p>(Cunningham & Cunningham, 2014)</p>	<p>In Lesson 3, students determine how a character's point of view changes over the course of the story and how the events influence these changes. They also analyze why two characters who experience the same event have different points of view.</p>
<p>When teachers give students immediate feedback by asking questions to help refine or deepen their understanding, students demonstrate a greater capacity for critical thinking.</p> <p>(Daniels, Hamby, & Chen, 2015)</p>	<p>Each lesson includes questions that help students think critically.</p>

BIBLIOGRAPHY

- Cunningham, P. M. & Cunningham, J. W. (2014). *Teaching Common Core English language arts standards: 20 lesson frameworks for elementary grades*. Bloomington, IN: Solution Tree Press.
- Daniels, E., Hamby, J., & Chen, R. (2015). Reading writing reciprocity: Inquiry in the classroom. *Middle School Journal* 46(4), 9–16.
- Elliott-Johns, S. E. & Puig, E. A. (2015). Collaborative read-alouds: Engaging middle school students in thoughtful reading. *Voices from the Middle* 22(4), 26–30. Retrieved from www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0224-may2015/VM0224Collab.pdf
- Wilhelm, J. D. (1998). Learning by being: Drama as total immersion. *Voices from the Middle* 6(2), 3–10. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0062-dec98/VM0062Learning.pdf>

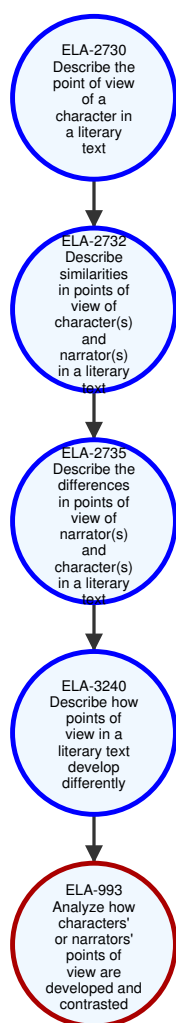
ANALYZING POINTS OF VIEW IN A LITERARY TEXT

LEARNING MAP TOOL

RL.7.6

STANDARD

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.



**Learning map model for RL.7.6.*

Node ID	Node Name	Node Description
ELA-993	ANALYZE HOW CHARACTERS' OR NARRATORS' POINTS OF VIEW ARE DEVELOPED AND CONTRASTED	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
ELA-2730	DESCRIBE THE POINT OF VIEW OF A CHARACTER IN A LITERARY TEXT	Describe the point of view of a character in a story, drama, or poem.
ELA-2732	DESCRIBE SIMILARITIES IN POINTS OF VIEW OF CHARACTER(S) AND NARRATOR(S) IN A LITERARY TEXT	Describe how the points of view of the character(s) and narrator(s) are similar to each other in a literary text.
ELA-2735	DESCRIBE THE DIFFERENCES IN POINTS OF VIEW OF NARRATOR(S) AND CHARACTER(S) IN A LITERARY TEXT	Describe how the points of view of the narrator(s) and character(s) in a literary text are different from each other.
ELA-3240	DESCRIBE HOW POINTS OF VIEW IN A LITERARY TEXT DEVELOP DIFFERENTLY	Describe how the points of view of the narrator(s) and character(s) develop differently throughout a literary text.

CHARACTER'S POINT OF VIEW

INSTRUCTIONAL ACTIVITY

RL.7.6, Lesson 1

LEARNING GOAL

In this lesson, students will identify the points of view of characters in a narrative text.

STANDARD

(RL.7.6) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

PREPARATION

Before the lesson, select short story with multiple characters from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- [STUDENT HANDOUT: CHARACTER'S POINT OF VIEW](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can determine the point of view of a character. “

Tell the class that in today’s lesson they will work with a partner to write a short dialogue about an event that happens at school. **Assign** student pairs or let students select their partner.

Explain that in the lesson they will be creating two characters who have different points of view. **Ask** students if they know what a point of view is? Allow students to define point of view with a partner. **Ask** for volunteers to share their definitions. **Tell** students that a point of view is the lens through which a person

sees an event or situation. Point of view also is how a person feels about the event or situation. In a story, a character has a point of view that influences what they say or do.

Explain that in the lesson today you will practice being a character who reacts to an event that happens at school. Each student will create a character with a different point of view on the event.

Ask students to brainstorm some ideas of events that happen at school that you and your partner could write and act out. **Ask** students for ideas and write them on the board. Some possible ideas are someone tells a lie to someone, someone drops a tray in the lunchroom, or someone trips in the hall and drops all of their belongings.

Tell students that they will write a brief dialogue about an event at school. The students can choose from events listed on the board or they can select something else that is appropriate for the classroom.

Explain that students will describe their character's point of view about the event and write out a brief dialogue on their handout. **Pass** out the student handout and give directions of how to write a brief dialogue.

Tell students that they will create a character with a clear personality like shy or loud etc. and then decide how a character feels and how they act during the event. These feelings and actions will help describe their point of view on the event. **Tell** students not to write more than 5-10 lines of dialogue and actions each to keep the skits brief.

Once all pairs have written their dialogues, they can practice reading aloud and then volunteers will perform them for the class.

Release pairs to work on their skits and while students are working, circulate and ask the checking for understanding questions.

CHECKING FOR UNDERSTANDING		
Determine if the student can DESCRIBE THE POINT OF VIEW OF A CHARACTER IN A LITERARY TEXT (ELA-2730) :		
▶ How would you describe the character's personality?	▶ How does the character react to the situation or event? ▶ What does he/she say?	▶ How does the character feel about the event?

After you have asked all pairs the checking for understanding questions, ask for volunteers to perform their skit for the class. After each skit is performed, ask volunteers to describe the point of view of the characters.

When students have completed the skits and the handouts, collect handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

POINT OF VIEW SKIT

STUDENT HANDOUT

Lesson 1

Event

	Character 1	Character 2
What is the character's personality?		
How does the character feel?		
Why does the character feel this way?		
What is the character's point of view on the event?		

Script

Character	Dialogue or Action

CONTRASTING CHARACTERS' POINTS OF VIEW

INSTRUCTIONAL ACTIVITY

RL.7.6, Lesson 2

LEARNING GOAL

In this lesson, students identify and contrast the points of view of multiple characters in a short story.

STANDARD

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

PREPARATION

Before the lesson, select a short story with at least four characters from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ short story
 - ▶ [STUDENT HANDOUT: CONTRASTING POINTS OF VIEW](#)
 - ▶ projector
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe and contrast the viewpoints of characters in a story.”

Instruct the class to tell a partner the definition of *point of view*. **Ask** for a volunteer to share.

Remind students that a character's point of view is how they view an event and how they feel about it. Tell students that in the skit they wrote, each character had a point of view that explained how they felt about the event. **Explain** that today students will read a short story and identify the different characters' points of view by looking at what they do and say.

Read the short story aloud as a class.

Pass out [STUDENT HANDOUT: CONTRASTING POINTS OF VIEW](#). Tell students that they will select three different characters and describe their points of view based on how they react and what they say in the story. Students will also find text evidence to support how they describe the characters.

On the projector, **model** an example for students with a minor character. Ask students how the character feels about the events, and complete that box on the handout. Then write what the character does and says, pointing to specific evidence in the story. Next, **explain** that students will use each character's feelings and actions to describe their point of view. Then they will use the details to write a summary of how the points of view of two characters are the same and different.

Release students to work. **Walk around** and check understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can DESCRIBE THE DIFFERENCES IN POINTS OF VIEW OF NARRATOR(S) AND CHARACTER(S) IN A LITERARY TEXT (ELA-2735) :		
<ul style="list-style-type: none">▶ What is the character's personality?▶ How is the character's personality different from the other characters?	<ul style="list-style-type: none">▶ How does the character react to the situation or event?▶ What does the character say?▶ How are this character's actions different from the other characters' actions?	<ul style="list-style-type: none">▶ How does the character feel about the events in the story?▶ How do other characters feel about the events in the story?▶ Why are their feelings different?

Ask for volunteers to share how the characters' points of view differ.

Collect handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

CHARACTERS' POINTS OF VIEW

STUDENT HANDOUT

Lesson 2

	Character 1: _____	Character 2: _____	Character 3: _____
How does the character feel?			
What clues tell you how the character feels?			
What is the character's point of view?			

Compare and contrast two characters' points of view.

ANALYZING CHARACTER DEVELOPMENT

INSTRUCTIONAL ACTIVITY

RL.7.6, Lesson 3

LEARNING GOAL

In this lesson, students analyze how an author develops characters' points of view.

STANDARD

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

MATERIALS & HANDOUTS

- ▶ short story from previous lesson
 - ▶ [STUDENT HANDOUT: CHARACTER DEVELOPMENT](#)
 - ▶ projector
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can describe how the author develops the characters' points of view."

Review the story characters, and ask students to share the characters' points of view with evidence from the story.

Remind students that the characters have different points of view on the same event. **Tell** the class that today they will analyze how the characters' points of view developed, based on the events in the story.

Explain that to discover how a character's point of view develops, students will look for how the character changes through the story. This is called *character development*. Strong characters grow and change. This is called a *dynamic character*. A character who doesn't change is called a *static character*.

Reread the story with the class.

Pass out [STUDENT HANDOUT: CHARACTER DEVELOPMENT](#). **Tell** students that they will work with a partner to find examples of how two characters act and feel in the beginning, middle, and end of the story. Students will determine how each character changes and how the change influences their point of view.

On the projector, **model** an example with a minor character. Ask students how the character acts and feels in the beginning of the story, and write responses on the handout. Complete the sections for the middle and end of the story in the same way.

Ask students how the character's point of view changes. **Synthesize** the responses into a brief summary on the handout.

Release pairs to work. **Circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING		
Determine if the student can ANALYZE HOW CHARACTERS' OR NARRATORS' POINTS OF VIEW ARE DEVELOPED AND CONTRASTED (ELA-993) :		
<ul style="list-style-type: none">▶ How does the character feel in the beginning of the story?▶ How does the character feel in the middle of the story?▶ How does the character feel at the end of the story?	<ul style="list-style-type: none">▶ How does the character change?	<ul style="list-style-type: none">▶ How is this character's point of view different than another character's point of view?

Instruct students to complete the handout by explaining why the two characters have different points of view on the same event.

Ask for volunteers to share their responses with the class.

Collect handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

CHARACTER DEVELOPMENT

STUDENT HANDOUT

Lesson 3

Character _____

Feelings and Actions		Evidence	
Beginning			
Middle			
End			

How did the character's point of view change?

Character _____

Feelings and Actions		Evidence
Beginning		
Middle		
End		

How did the character's point of view change?

Why do the characters have different points of view on the event?

ANALYZING POINTS OF VIEW IN A LITERARY TEXT

STUDENT FEEDBACK GUIDE

RL.7.6, Lessons 1–3

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Describe a character's point of view	I can identify a detail that shows how a character feels about an event.	I can use details to describe how a character feels about an event.	I can describe a character's point of view on an event.
Describe the different points of view of several characters in a story	I can describe one character's point of view.	I can describe two characters' points of view.	I can describe multiple characters' points of view and explain how they contrast one another.
Describe how characters' points of view develop because of the events in a story	I can describe how one character changes in the story.	I can describe how two characters change in the story.	I can explain why characters develop different points of view of the same event in the story.