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Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Grant funded by:

Lesson 3: Developing a Point of View

Focus Standard(s): RL.7.6

Additional Standard(s): RL.7.1, L.7.4, L.7.1b

Estimated Time: 2-3 days

Texts: Excerpt from *Crime, Punishment, and Restorative Justice*; *Touching Spirit Bear*, Chapters 2 and 3; *Touching Spirit Bear*, Excerpt pages 20-22

Resources and Materials:

- Chart Paper
- Markers
- Sticky Notes
- Handout 1.5: Ideas to Remember for the Performance Task
- Handout 3.1: Excerpt from *Crime, Punishment, and Restorative Justice*
- Handout 3.2: Point of View Guided Notes Handout
- [Anchor Chart](#)
- Annotation Strategies: [Annotations Bookmark](#)
- Annotation Strategies: [Informational Text Strategies: Close Read](#)
- Annotation Strategies: [Making Annotation: A User's Guide](#)
- Video Clip [Despicable Me-Gru's Mom](#)
- Video Clip [Despicable Me-Steal the Moon](#)
- Video Clip from LearnZillion: [“Analyze Dialogue Between Characters to Understand Different Character's Points of View”](#)
- Video Clip from LearnZillion: [“Determine One Character’s Point of View of Another by Analyzing Interactions”](#)
- Video Clip from LearnZillion: [“Revise by Varying Sentence Patterns”](#)
- Video Clip: [Parent Perspective](#)

Lesson Target(s):

- Analyze how an author develops point of view.

- Analyze how an author contrasts the points of view of different characters in a text.

Guiding Question(s):

- Why does point of view matter?
- How does point of view affect the story?
- How do experiences influence point of view?

Vocabulary

Academic Vocabulary: Add to word wall.

- Perspective
- Point of view

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words.

Direct Instruction Text Vocabulary:

- At’oow
- Barrage
- Devil’s club
- Fantasized
- Grudgingly
- Moseyed
- Obligations
- Scoffed

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

- Sullenly
- Venomous

<ul style="list-style-type: none"> • Sullenly • Venomous 	
Symbol	Type of Text and Interpretation of Symbol
	<p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p>
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes: Students navigate through point of view readings as they complete interactive guided notes. Close reading, analysis and annotation of text helps the reader see how an author develops and contrasts the points of view of different characters. Use graphic organizers to collect and cite textual evidence that contrasts two points of view.</p> <p>Anticipatory Set/Introduction to the Lesson: Perspective Video Clips (10 minutes) Explain to students that people have point of views. They do not always have the same point of view. For example, people differ on their point of view of what qualifies as justice for a crime or wrongdoing. Different people have different point of views about justice because they have different backgrounds and experiences, especially related to a particular crime, wrong doing, or person committing the crime or wrong doing.</p> <p>Show the video clip Parent Perspective featuring the point of view of a parent whose child committed a crime and went through the circle justice process.</p> <p>Have students read the informational text Handout 3.1: Excerpt from Crime, Punishment, and Restorative Justice. Tell students to begin to establish a claim about whether they agree with the same point of view as the parent by journaling their thoughts using the following guiding questions:</p> <ul style="list-style-type: none"> • How fair of a judgement is it to consider committing a crime as breaking the trust of the community? • How appropriate is it for people who commit crimes to be allowed the chance to rebuild the trust of the community? • How appropriate is it for people who commit crimes to have an alternative to going to jail? 	

Have students briefly discuss their thoughts with group members.

Activity 1: Point of View Presentation with Guided Notes (20 minutes)

Distribute the **Handout 3.2: Point of View Guided Notes Handout** to students to scaffold students through understanding point of view. Direct students to add to these notes as they learn about point of view throughout this lesson.

T: Just like people have different points of view about topics, so do characters. Authors have a point of view about a topic, such as justice, so they write stories and include a character telling the story from their point of view and they include characters with conflicting points of view to reveal their point of view. When we think of point of view, we normally think of the who is telling the story, the narrator or speaker. Point of view is much more than just the person telling the story. Point of view is also the way the character's attitudes or outlooks about the circumstances, topics, or other characters in the text. Point of view is how the author helps us understand the way a character thinks, feels, and believes about his or her world or a certain topic/subject. Authors will even choose a point of view (1st, 2nd, or 3rd) through which to tell a story to help them achieve a purpose. How much and what kind of information is revealed depends on who is telling the story. If it is an all-knowing narrator, they will reveal a lot of information. If it is the person who committed the crime, you may get a different story than the victim of the crime. Basically, point of view matters. Let's watch the following lessons to see point of view in the context of real writing. We will pause to add to your guided note questions what we have learned thus far about point of view. Be sure to add to your notes as you learn more.

Begin the lesson by using the Video Clip from LearnZillion: [“Analyze Dialogue Between Characters to Understand Different Character's Points of View”](#) and the Video Clip from LearnZillion: [“Determine One Character's Point of View of Another by Analyzing Interactions”](#). Pause as needed to allow students to add to their notes.

Note: Preview the videos before class and make a list of times when you will pause the video for students to make notes.

Have students discuss their notes with a partner.

T: Besides using dialogue and character interactions, an author also helps the reader understand a character's viewpoint by revealing background circumstances and including specific events/actions in the plot that explains or shapes the character's point of view. The author might reveal significant background events through literary tools such as flashbacks.

Introduce the Video Clip [Despicable Me-Gru's Mom](#) and the Video Clip [Despicable Me-Steal the Moon](#) separately by telling students

they will see how an author reveals a character’s point of view through a flashback. Tell students to write their thoughts on how the background of the character shaped his point of view on crime as they are watching the video clip.

T: As we saw in the video clips, by revealing the character’s background through a flashback, the author showed how the main character’s point of view on crime came about.

Provide students with an excerpt of a text that they have read recently so they can practice determining point of view with a text. The following provides an example of one text, assuming students have read *Bud, Not Buddy*:

T: Let’s read the excerpt from the book *Bud, Not Buddy*. While reading think about the answer to this question: How does the main character feel about aging?

Display the following text from *Bud, Not Buddy*:

“It’s at six that grown folks don’t think you’re a cute little kid anymore, they talk to you and expect that you understand everything they mean. And you’d best understand too, if you aren’t looking for some real trouble, ’cause it’s around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that’ll knock you right down and have you seeing stars in the middle of the day. The first foster home I was in taught me that real quick.”

Have student’s answer the focus question

T: Which evidence from the text did the author include to help the reader understand the way the author feels about aging?

- ✓ Discuss student answers and correct any misconceptions and verify any correct understandings.

Have students add to their guided notes page.

Activity 2: Close Reading for Point of View (45 minutes)

Distribute copies of an excerpt from the anchor text, *Touching Spirit Bear*, Chapter 2, starting with the line that begins, “*Asking for help was a simple con job,*” and ending with the line “*Don’t waste this chance, Cole.*”

1st Read: Have students read the excerpt independently. Tell students to circle unfamiliar vocabulary and underline possible clues in context to help determine the meaning as they read. At this point, no support is provided by the teacher. Students must be allowed to grapple with the text. Students should be given 7-10 minutes to read the text independently. Briefly discuss initial

perceptions of the text, along with a very brief discussion of some vocabulary.

2nd Read: Read text aloud to students. Tell students to note flashbacks in the excerpt by drawing a lightning bolt at the beginning and end of the flashback as the teacher is reading. Discuss the author's use of flashback in the narrative.

During the second read of the text, have students use an annotation guide of the teacher's choice. Have students work with a partner or small group to annotate text. During the third read with a partner or small group, have students discuss annotations along with text based questions.

Note: Suggested Annotation Strategies: [Making Annotation: A User's Guide](#), [Annotations Bookmark](#), and [Informational Text Strategies: Close Read](#).

Note: Work with small group of students that needs additional support on annotation strategies during the third read of text.

3rd Read: Have students read the text in small groups. Assign each group a question set using the following guiding questions:

- According to the text, Cole did not trust anyone. How does Cole's lack of trust play a part in how he interacts with Garvey and the rest of the members of the Healing Circle?
- When Cole threatens Garvey, Garvey responds, "...If you think I'm scared of you, you can trust me...You sure have a lot to learn about trust." Based on this quote from the text, what do you think Cole's point of view is on trust? What are some things that happened in the text to support your answer?
- How does Garvey's point of view differ from Cole's? What happened in the text to help the reader understand what Garvey believes about trust?
- Compare what we've read in the close reading of the lines from *Touching Spirit Bear* to what we learned from the informational text, "Crime, Punishment, and Restorative Justice." Has Cole broken the trust of the community? Based on his interaction with Garvey and the members of the Healing Circle, does he deserve an opportunity to rebuild that trust? Does Cole even want to repair the trust he damaged?

Have students work cooperatively to answer the questions and support their answers using text based evidence. Lead a whole group discussion after small groups wind up their discussion.

Activity 3: Contrasting Character's Points of View (35 minutes)

Have students complete a graphic organizer comparing and contrasting Cole and Garvey's points of view. Have them list elements that the author used as textual evidence to support their answer. Have students draw their graphic organizers on chart paper and post. Hold a gallery walk and have students provide feedback by making comments on sticky notes and posting them to the charts.

- ✓ Be sure students know the following:
 - A narrator or speaker's point of view influences how events are presented and affects the information revealed about the characters and events.
 - A reader should distinguish their own point of view from that of the narrator's point of view or other characters' point of view.
 - Point of view is the perspective from which the story is presented as well as the attitude of a character towards a topic/subject/another character.
 - There are three major types of point of view: first person, second person, and third person.
 - Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Distribute printed copies of the PowerPoint to students and have them highlight information needed for guided notes during teacher instruction (after activity 1).
- Decrease the amount of text for students to read during independent reading time during activity 2. During the third read, have students work in guided groups with the teacher.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Create a PowerPoint or guided notes handout about point of view (after activity 1).
- Have students retell a portion of the story from another character's point of view. Discuss the effects of telling the story through another character's eyes. (after activity 2)

Reflection and Closing:

Have students respond to the following questions:

- How does understanding point of view help me as a reader?

- How can understanding point of view help me in real life?

Remind students the discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. If necessary, have students view the Video Clip from LearnZillion: [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students many need multiple copies of this handout as the unit progresses.

Homework

Review guided notes and create a visual to represent what they have learned about point of view.

Handout 3.1: Excerpt from *Crime, Punishment, and Restorative Justice*

Published by First Forum Press, a division of Lynne Rienner Publishers (2011)

What restorative justice offers, is not so much new justice practices but a different view of crime and a new goal for justice: crime is seen as a source of harm that must be repaired. Moreover, the essential harm of crime is the loss of trust, on both interpersonal and social levels. What victims and communities need is to have their trust restored. The essential obligation of offenders is to show that they are trustworthy. The purpose of justice should be to encourage this process.

The overriding goal of justice, then, ought to be the restoration of trust. The attempt to achieve this on both personal and social levels can provide a unifying umbrella for our response to crime. Rather than replacing other, more traditional goals, it would become the overriding consideration in sentencing, providing grounds for and limits to the application of goals such as punishment.

The loss of trust is the fundamental harm of crime, and restoration of trust is a basic need. In my experience, this rings true in the lives of victims, offenders and communities.

Second, by identifying restoration of trust as the overarching goal of justice, we might be able to provide a realistic and comprehensive theory of sentencing, for all levels of crime. With restoration of trust as the primary goal, we might be able to refocus and incorporate the other widely-embraced and more usual goals of justice.

“The restoration of trust approach integrates conventional sentencing theories under the new goal of repairing the harm of crime that applies to *all* cases,” not just so-called “minor” crimes and cooperative offenders. In this way, restorative justice might move from the margins to the mainstream and realize the potential that it offers.

Handout 3.2: Point of View Guided Notes

Name: _____ Date: _____

Use information from the mini-lesson to help you complete the notes below.

1. What do we already know about point of view?
2. What is another meaning of point of view as it concerns characters' point of views?
3. How does the author develop a character's point of view? (Add multiple ways as you learn them.)
4. Why do authors include character's conflicting points of view?
5. How does this help them achieve their purpose?

For training or questions regarding this unit,
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