



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Lesson 7: How Authors Use Character Thoughts and Reflections to Develop Point of View

Focus Standard(s): RL.7.6, W.7.1a-b

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

Estimated Time: 1 day

Texts: *Touching Spirit Bear*, Chapters 7 and 8; *Touching Spirit Bear*, Excerpt from Chapter 8 prepared for close reading; “Hurt”, Johnny Cash

Resources and Materials:

- Handout 1.5: Ideas to Remember for the Performance Task
- [Anchor Chart](#)
- Annotation Strategies: [Annotations Bookmark](#)
- Annotation Strategies: [Informational Text Strategies: Close Read](#)
- Annotation Strategies: [Making Annotation: A User's Guide](#)
- ✓ Audio Reading: [Chapter 7 in Touching Spirit Bear](#)
- ✓ LearnZillion’s video of [“Revise by Varying Sentence Patterns”](#)
- ✓ Video: [Victim's Perspective on Circle Justice](#)

Lesson Target(s):

- ✓ Read closely, analyze, and annotate a text for evidence of how an author develops and contrasts the points of view of different characters or narrators in a text.

Guiding Question(s):

- ✓ How does the author develop and contrast the point of view of different characters in the text?

Vocabulary

Academic Vocabulary: Add to word wall.

- Reflection

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures

	<input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> 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: <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words.
Direct Instruction Text Vocabulary: Add to word wall. <ul style="list-style-type: none"> • Brazen • Convulse • Rivulet 	Instructional Strategies for Direct Instruction Text Vocabulary: <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	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
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
Understanding Lesson Purpose and Student Outcomes: Students analyze lyrics to see how authors use reflection to develop point of view. Students learn to annotate text to document points they intend to claim in a writing. Students make inferences about using information read.	

Anticipatory Set/Introduction to the Lesson: Video Clips (7 minutes)

Show the video [Victim's Perspective on Circle Justice](#) about a crime victim reflecting on his experience with circle justice. At the end of the clip, have students make a claim about whether they think forgiveness is a part of justice. Remind them to support their claim with text based evidence. Tell students they may use any text presented during the unit so far to support their claim.

Activity 1: Audio Reading of Chapter 7 of *Touching Spirit Bear* (15 minutes)

Play an audio reading of [Chapter 7 in *Touching Spirit Bear*](#) (start at 16:15). Have students draw thumbnail sketches to represent what happened in this chapter. Have students discuss the following question: How do you think the character will feel about the actions in this chapter later on?

Activity 2: Close Reading Excerpt from Chapter 8 of *Touching Spirit Bear* (30 minutes)

1st Read: Have students read an excerpt from chapter 8 of the text, *Touching Spirit Bear*, independently. Allow students to grapple with the text without support from the teacher. Tell students to circle unfamiliar words and underline possible context clues to help them determine the meaning while reading.

After reading, lead a brief discussion of some of the unfamiliar vocabulary.

2nd Read: Read the text aloud to students. Tell students to use an annotation method (selected by the teacher) to annotate instances of reflection by the main character. Have students discuss their annotations whole group with the teacher facilitating the discussion.

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

3rd Read: Have students read the text in small groups of 2-3. Have them work within their groups to answer text based questions.

Guiding Questions for Chapter 8:

1. Describe Spirit Bear's attack on Cole.
2. As Cole lays bleeding, he thinks to himself "What luck... to end up on an island with a stupid bear that didn't have brains enough to run away." Has Cole realized his responsibility for what has happened?
3. Cole states he would rather be in a prison cell than on the island. What are his reasons?

4. What does Cole's crushing of the caterpillar indicate about his personality, even in his beaten state?
5. Look back to Peter's comments at the Circle on page 50. What parallels are there between what Peter wanted for Cole and what has happened to him?

Activity 3: Writing Task (20 minutes)

Have students make a claim and support it with text based evidence. Have them reflect on writing from a previous lesson (lesson 6) to write to the following prompt:

In lesson 6, you made a claim about what type of justice Cole should face. How has learning more of Cole's experiences on the island impacted your point of view on the type of justice Cole deserved?

- ✓ 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' points of view.
 - Point of view is the perspective from which the story is presented.
 - 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:

- Provide a paper copy with enlarged print or smaller chunked section of the text when students need it or during the reading time.

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

- Let a student act as the expert reader during the second read.

Activity 4: L.7.1b Practice

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. Look at some additional sentences in the recently-read sections of

the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view LearnZillion’s video of [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 3 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.

Reflection and Closing:

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 1-3 questions about point of view based on the notes.

For training or questions regarding this unit,
please contact:

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