



# The Way I See It

## Point of View



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<b>Grade Level</b>	9th – 10th Grade	<b>Time Frame</b>	2-3 class period(s)
<b>Subject</b>	English/Language Arts	<b>Duration</b>	120 minutes

### Essential Question

How does one's perspective affect the telling of an event or story?

### Summary

Every story has at least two sides. This is an idea that we accept in everyday life, but it is a concept that students rarely explore when dealing with literature. The ability to examine an author or narrator's perspective, as well as examine a story from another point of view, is a vital tool for improving reading comprehension. When readers step into the mind of a character or narrator, they begin to take ownership of the story. Using a familiar children's story, this lesson will examine two points of view students should consider when reading a text and will challenge students to view the world from a perspective other than their own.

### Snapshot

#### Engage

Students engage in a role-playing activity centered on different perspectives.

#### Explore

Students read classic children's stories and Think-Pair-Share to determine characteristics of particular points of view.

#### Explain

Students watch an instructional video on point of view and create a 3-2-1 list to reflect on their learning.

#### Extend

Students re-tell a fairy tale or fable from a particular point of view.

#### Evaluate

Students' re-created fairy tales/fables are evaluated.

## Standards

Oklahoma Academic Standards: English Language Arts (Grade 9)

**9.1.L.2:** Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

**9.3.R.2:** Evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

**9.3.R.3:** Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

**9.3.W.1:** Compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

## Attachments

- [Cooperative Grouping Strategies—The Way I See It.docx](#)
- [Cooperative Grouping Strategies—The Way I See It.pdf](#)
- [Handout 1—The Way I See It - Spanish.docx](#)
- [Handout 1—The Way I See It - Spanish.pdf](#)
- [Handout 1—The Way I See It.docx](#)
- [Handout 1—The Way I See It.pdf](#)
- [Handout 2—The Way I See It - Spanish.docx](#)
- [Handout 2—The Way I See It - Spanish.pdf](#)
- [Handout 2—The Way I See It.docx](#)
- [Handout 2—The Way I See It.pdf](#)
- [Handout 3—The Way I See It - Spanish.docx](#)
- [Handout 3—The Way I See It - Spanish.pdf](#)
- [Handout 3—The Way I See It.docx](#)
- [Handout 3—The Way I See It.pdf](#)
- [Point of View Particulars—The Way I See It.docx](#)
- [Point of View Particulars—The Way I See It.pdf](#)
- [Sample Rubric—The Way I See It.docx](#)
- [Sample Rubric—The Way I See It.pdf](#)

## Materials

- Writing materials: pen, pencil, paper, etc.
- Handout 1 (attached; one per student)
- Handout 2 (attached; one per student in group A)
- Handout 3 (attached; one per student in group B)
- Point of View Particulars (attached; optional; one per student)
- Collaborative Grouping Strategies (attached; for teacher use)
- Butcher paper (optional)

- Links under resources
- Computers with Internet access

# Engage

Divide students into two groups. Groups are optional; however, collaboration is beneficial for the opening exercise.

Students are going to be introduced to the idea of point of view and will later be asked to write from a specific point of view (e.g., first person, third person).

Once the students are in their two groups, the teacher needs to classify one group as robbers and the other group as real estate agents. It is important that they not know the role that the other group is taking, so the teacher needs to discreetly let students know which group they are in and tell them to keep it a secret.

Pass out **Handout 1**. Read through the handout together as a class. Ask the students to pay attention to the *important* details of the house. The idea is that the robbers will pay attention to different details than the real estate agents. (Remember that it is important the students do not know what role the other group has been given.)

As soon as the reading is finished, have the groups write down all the important details they remember without going back to the text. (They can do this on butcher paper or on the back of their handouts.)

After 2-3 minutes, have the groups share their lists and discuss similarities and differences. Once the lists have been shared, have the students reveal their roles as robbers or real estate agents.

**Ask the students the following questions:** To what details did the robbers pay attention? To what details did the real estate agents pay attention? Why do you think their focuses were so different? Why is it important to be able to see other people's point of view? (Encourage students to respond through writing individually first, then to work collaboratively and come to a consensus. Individuals and groups should share out responses.)

## Teacher's Note

Communicate to students that this lesson demonstrates how the same situation can look very different to an individual depending on point of view.

## Explore

Reassign students into Group A and Group B, providing Group A with **Handout 2** and Group B with **Handout 3**. For this activity, first split the class into two groups, then ask students to form pairs or groups of three within those groups. Half of the class will be reading "The Three Little Pigs," and the other half will be reading "The Wolf's Side of the Story;" but students will be working in pairs or groups of three initially.

### Teacher's Note

See the attachment **Cooperative Grouping Strategies** for ideas and examples related to grouping students.

Ask students to read the story and take notes on the following: Who is the narrator? What do you know about him/her/it? What pronouns are used in the story? Students should write their responses to these questions down, as they will need them for the upcoming [Think-Pair-Share](#) activity.

Students should work with their partner or group of three as they read and answer the questions. Once students finish, encourage them to Think-Pair-Share, first with a peer from another pair/group who read the same story, then with a peer from the other side of the class who read a different story.

Here's how Think-Pair-Share works in this lesson:

1. Students should take their responses and pair up with someone who read the same story but was not in their original pair/group of three.
2. They can either choose the best response or collaborate together to create a shared response.
3. Then, the student should pair up with a student from the other side of the class (a student who read a different story) and share.
4. A whole-class discussion can center on how students' ideas changed between the discussions with those who read the same story and those who read a different story.

## Explain

Finishing up the Think-Pair-Share discussion, ask students to share out what they noticed in the stories with the class. Once multiple students have shared, play [this video](#) centered on point of view. Ask students to write down a [3-2-1](#) response as they watch the video: 3 things they learned, 2 questions they still have, and 1 thing they found interesting.

### Teacher's Note

[This link](#) offers more videos related to point of view. Feel free to peruse and choose one that you find fitting for your students.

After the video, ask students to share their 3-2-1 responses with a partner. Volunteers should share out with the class, too.

### Teacher's Note

The teacher could take up the 3-2-1 responses and use them to inform future lessons concerning point of view and literary analysis.

By the conclusion of the pair and whole-class discussion, be sure the students are aware of the following information related to point of view:

- Point of view is the perspective from which a story or poem is told.
- Point of view is extremely important in analyzing literature.
- It is nearly impossible to understand a piece of literature until you pick it apart and know the point of view and why the author chose that style.
- Third-person limited point of view is the approach most commonly used in traditional storytelling, such as fairy tales and fables.
- In a third-person limited narrative the storyteller is not one of the characters in the story.
- Pronouns used in this type of storytelling include: he, she, it, they, [etc.](#) For example: "After breakfast they all went to take a nap."
- In a third-person limited narrative, the reader only gets a limited amount of information. The reader is not allowed to experience a character's thoughts, emotions, or motives.
- The first-person point of view can be best remembered as the "I was there!" story.
- In a first-person narrative, the storyteller (narrator) is in fact a character within the story being told.
- Pronouns used in this type of storytelling include: I, me, my, we, [etc.](#) For example: "After breakfast, I went upstairs to take a nap."
- In a first-person narrative, the reader gets a better understanding of the character's thoughts, emotions, and motives because it is being told from the character's perspective.

### Teacher's Note

The attached **Point of View Particulars** document contains the bullet points listed above and can be distributed to students as a reference sheet for the following activity.

**Teacher's Note**

For purposes of this lesson, it is not necessary to explore second-person narrative or third-person omniscient. Regardless, it is important with every piece of literature that students take the time to examine every story from multiple points of view. Challenge your students to get into the routine of stepping inside the mind of characters, whether they are reading a book or watching their favorite movie. It will open a whole new world of understanding.

## Extend

Using the third-person narrative point of view, the student will summarize a familiar fairy tale or fable. This should not exceed 4–5 sentences (a basic paragraph). For a list of popular fairy tales, visit [this website](#). This resource categorizes fairy tales by length, age rating, and title, so it is very user friendly. Students should pick a fairy tale and read it first before writing a brief third-person summary.

Using the first-person narrative point of view, the student will retell the story from the perspective of a character. It is always a good idea to challenge the student to take a perspective other than that of the "good guy."

### Teacher's Note

For the above activities, teachers can allow students to choose which perspectives to take, assign perspectives, or ask students to do both with the same story.

If time allows, students could read their newly created stories to the class in a story-time setting. Students could also create a class anthology out of their stories, complete with new titles and images. Time constraints will inform this extend stage of the lesson.



# Evaluate

It is important to pick your battles when assessing creative writing. The attached rubric focuses on the student's ability to summarize and decipher between points of view. Remember, we aren't always looking for the most polished, perfect piece of writing. A basic rubric is attached, but feel free to construct your own collaboratively with your students' suggestions.

## **Teacher's Note: Modifications**

For students who struggle with written expression, a dramatization of their "retold" story might be a better option. Visual-spatial learners who struggle with written expression might also have some success retelling their story through a comic strip.

## Resources

- MrGay. (August 25, 2019). Point of View. Schooltube. [https://www.schooltube.com/media/Point+of+View/1\\_sd7imkdg](https://www.schooltube.com/media/Point+of+View/1_sd7imkdg)
- EnglishPlus. (2006). Person. <http://englishplus.com/grammar/00000362.htm>
- ShortStories. Fairy Tales. Eastoftheweb. <http://www.eastoftheweb.com/short-stories/index.php?p=web/library/children/subgenre/fairy%20tales&pg=1&ob=length&obv=1-2>
- K20 Center. (n.d.). 3-2-1. Strategies. <https://learn.k20center.ou.edu/strategy/117>