

He Said, She Said, So: What's the Point?

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OVERVIEW

Topic: Point of View. This lesson demonstrates that the author always determines the point of view in a story. After reading and discussing the original story, The Three Little Pigs and The True Story of the Three Little Pigs, which is told from the mother's point of view, students will hear and identify two different points of view. Students will then use the Web to explore other stories written from various points of view.

Subject: English

LENGTH OF LESSON

2, 45 minute classes

VIDEO/TECHNOLOGY HARDWARE AND SOFTWARE

Club Write #109, Writing Reports and *#110, Point of View*

TV/VCR combination with remote control
Access to the World Wide Web through use of computer(s), individual or group

WEB APPLICATIONS

Students will compare and contrast various stories and identify the points of view.

Thanksgiving from a different point of view:

<http://www.courier-journal.com/education/lessonplans/961125txg.html>

Point of view poem:

<http://www.essdack.org/tips/pov.html>

LEARNING OBJECTIVES

The student will be able to:

1. recognize and identify the point of view in a story as determined by the author.
2. explain that different points of view exist.
3. create a story told from another character's point of view.
4. take an in-depth look from a new perspective at concepts, by immersing themselves in a character in a story and looking at it through different eyes.
5. examine different pictures and explain what they see.

This lesson addresses Virginia SOLs for English 6.2, 7.5, and 8.3

MATERIALS AND TEACHER PREPARATIONS

- a copy of the book The Three Little Pigs (Walt Disney's)
- a copy of the book The True Story of the 3 Little Pigs, by Jon Scieszka
- copies of the illusion pictures (that are provided) on transparencies
- one bottle of water filled half way
- paper, pencils (students will provide their own)

- Mouse cut-out (provided)
- Cards with cat, elephant, squirrel and a person (provided)

PREPARATORY/PRE-VIEWING ACTIVITIES

1. Set the bottle of half-full water on your desk or a table for your class to view.
2. Tell the students that you want them to look at the bottle of water on the table. (Make sure bottle is where all students can see it.) Ask: What do you see? (Students will answer that they see a bottle of water that is either half full or half empty)
3. Have the students take out a piece of paper and write down if they think the bottle is half empty or half full. After everyone is finished write the words half empty and half full on the board. You can either have the students raise their hand for a count for each one or take up the papers and read the cards one at a time while a student puts hash marks on the board under each name. Ask: Which group is correct? Is there a right answer? Accept answers but do not comment yet.
4. Show illusion pictures on the overhead projector and have students raise their hands and explain what they see in each picture. After students have viewed all of the pictures and shared what they saw, tell the class that depending on their own point of view they were able to share what they saw for the bottle of water as well as for the pictures. Lead the class into the realization that the point of view depends on how a person looks at a certain object or situation. Explain to the class that the point of view is the perspective or “take”, opinion, from the narrator or the observer. Authors take the point of view from the character that is telling the story.

FOCUS FOR VIEWING/ OTHER TECHNOLOGY

Tell the class that they looked at the bottle of water and the illusion pictures from their own points of view. Point out again that there were no right or wrong answers. Say: The video we are about to watch and the books we are going to read are based on an author’s point of view. As we watch this first segment of video, I want to see if you can recognize the two things that point of view depends on.

VIEWING AND /OR ONLINE ACTIVITIES

1. Pass out a cutout of a mouse and cards with different animals on them. (elephant, squirrel, cat and a person)
2. **FOCUS:** Say: You have a pretty good idea about what point of view is already just from having completed the two activities a few minutes ago. I want you to listen now to this first segment of video about point of view. See if you can tell me what two things the point of view in a story depends on. **Start** the video where the girl is sitting on the bench reading her notebook. **Stop** video when the notebook is seen. Ask: What are the two things that the point of view in a story depends on? (Point of view depends on who you are and where you are coming from).
3. **FOCUS:** Say: Okay, now that we know that point of view depends on who is telling the story, and where the person telling the story is coming from, let’s listen to this next segment for the definition of point of view. **Resume** video (where the teacher is telling the definition of point of view) and **Stop** the video after the teacher gives the definition of point of view. Ask: What is the definition of point of view? (who

- you are and where you are coming from) The teacher should write the definition on the board.
4. Say: I am giving somebody a mouse cutout. (Give one student the mouse cutout.) Say: Now I am giving four other students one card each. (Give four students each one of the cards.) On this card is the name of an animal.) If you have been given a card, then you are to look at the card and tell me how you would react to the mouse. **FOCUS:** Say: How do you feel each animal or person will react to the mouse? (Allow those students who have been given the cards to respond.) Say: Now let's look at the video again and see how each of the students in the video answered the question you just answered. **Resume** the video where the teacher has the mouse in her hands. Allow students to watch how each student answers his/her reaction. **Stop** the video after the boy in the red shirt completes his reaction saying, "Guess we could be friends". Compare how your students answered the question with how students in the video reacted.

POST-VIEWING AND/OR ONLINE ACTIVITIES

Select two students to read the two short stories, The Three Little Pigs, and The True Story of the 3 Little Pigs. Say: We are going to listen to two stories. Your job is to listen for the point of view as told by the narrator for each story. The books are The Three Little Pigs and The True Story of the Three Little Pigs. Allow the two chosen students to read the stories. Ask: Is this story the way you have heard it before? (Accept various answers) Next, after listening to The True Story of the Three Little Pigs, Ask: Is this the way you heard the story before? (Accept various answers but lead them into saying it was told from the wolf's point of view.) Discuss both stories and show how they are different as told from two points of view.

Take different sections of the story and show how the pigs saw it in the first book and how the wolf saw it in the second book. (For example, the part about blowing the houses down is different based on how the wolf tells it versus how the pigs tell it.) If the class is having some difficulty understanding point of view break the class into small groups and have them write down how each character saw the same event.

ASSESSMENT

The student will select a short story or children's book to read. After they read the book they are to select two characters that interacted in the story. They are to write a summary of events from the two characters' point of view. The summaries from the first character should be what was read in the book and the second character's summary should be from a different point of view. They are to take into consideration the characters personality and how the outcome of the story will be with the second character.

ACTION PLAN

- Choose a book and tell from different points of view.
- Invite a writer to discuss how they develop characters for their stories
- Take a field trip to the newspaper and have reporter tell them the procedures in writing a story
- Invite two politicians at two different times to tell their views on the same issues.

EXTENSIONS

Social Studies:

Point of view from political issues. Have students look at political cartoons and then write what they see in each cartoon.

Math:

- Use the following books for point of view :

A Book of Poems- Selected by Lee Bennett Hopkins

The Greedy Triangle by Marilyn Burns

Math Curse by Jon Scieszka and Lane Smith

English:

Other creative ideas that can be used in English or other subjects (instead of storyboards) may be a newsletter, a board game or a comic strip

Music:

This can be used in the study of music for different historical occasions. (How different musicians interpreted the same historical event in their music.) Again, this is addressing point of view and interpretation.