**Lesson Plan: Point of View**

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| **CCSS Connections:**  **ELA 6** | |  |  |  | | --- | --- | --- | | **3** | **4** | **5** | | Distinguish their own point of view from that of the author of a text. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | |
| **Materials** | * Any *Inspire My Kids* story with a video interview (1st & 3rd person perspectives) * “Point-of-View” Worksheet |
| **Duration** | * Approximately 70 min. |
| **Grade Level** | * 3rd-5th |

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|  | **Activities** |
| **Objective** | **I will compare two different points-of-view.** |
| **Mini-lesson/ vocab**  **10 min.** | **Introduce the vocabulary: Point-of view, 1st hand account, 2nd hand account**   * Point-of-view: A way of thinking about or looking at something. * 1st hand account: A story told from the point-of-view of someone who was actually there. (personal) * 2nd hand account: A story told from the point-of-view of someone who was not there. (reporter) * Give an example by having a student tell what he did in the morning (1st hand account). Then, have a different child tell what the first child did (2nd hand account). Discuss the differences in word choice and focus, if applicable. |
| **Practice Time**  **30 min.** | **Read the article.**   * Ask students to listen for details that help them know the article is a 2nd hand account. * Read the article all the way through, periodically stopping to ask comprehension questions to check for understanding. Discuss what parts are important. This is also an opportunity to discuss a particular character topic, if desired. * After reading, review the events of the article, emphasizing how you know it’s a 2nd hand account. You could go ahead and record the focus of the article on the graphic organizer. |
| **Watch the video.**   * The video should be a 1st hand account of the event. Students should listen to the video to find details that are the same and different from the article. * After watching the video, review the events, emphasizing how you know it’s a 1st hand account. You could go ahead and record the focus of the video on the graphic organizer. |
| **Record details about the accounts.**   * As a class, record one detail that’s the same from the accounts and one detail that is different. * In partners, students complete the comparing chart for the accounts. * Discuss answers as a class. * Discuss the differences in focus of the two accounts. Record the focuses if you haven’t already. |
| **Assess**  **20 min.** | **Assess**   * Students compare the accounts in complete sentences. Students should record one way the accounts are the same and one way they are different. (Some students may need a sentence starter.) * Students record their own point of view on the topic (perhaps give an opinion or relate it to their own experience?) and how it differs from that of the author. The types and quality of these answers will depend greatly upon which article is selected, so keep this in mind when selecting an article. |
| **Wrap-up 10 min** | * Students share their answers with the group. * Review the vocabulary and how you knew the difference between the 1st hand account and the 2nd hand account. |

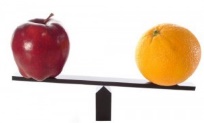
**Point-of-View**

After reading the article and watching the video, record the similarities and differences.

1st- Hand Account 2nd- Hand Account

(1st person point-of-view) (3rd person point-of-view)

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| * Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Similarities: | | | |

Compare and contrast the accounts:   
What is one way they are the same? What is one way they are different?

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What’s YOUR point of view? How is it different than what you read or heard?

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