MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Laura Ahnert

Lesson: What’s Your Point of View?
Length: 35 minutes
Age or Grade Intended: 7th grade English

Academic Standard(s):
7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.
  • First person: the narrator tells the story from the “I” perspective.
  • Third person: the narrator tells the story from an outside perspective.
  • Limited narration: the narrator does not know all thoughts of all characters.
  • Omniscient narration: the narrator knows all thoughts of all characters.

Performance Objectives:
Given a worksheet, the students will fill it in using the knowledge they gained that day in class with 80% accuracy.

Assessment:
I will assess the students by grading the worksheet that I will hand out in class. They will be given whatever time they have left in the class to complete the worksheet. Whatever they do not get done in class will need to be taken home as homework. It is to be turned in the next class period.

Advanced Preparation by Teacher:
  • Write the three paragraphs for First person, Second person, and third person on big sticky notes.
  • Print enough copies of “Point of View” handout for each student in the class.
  • Have the three sticky notes on the board, hidden by the screen.
  • Write on the chalk board in a bulleted list the three types of points of view.
    ▪ First person point of view
    ▪ Second person point of view
    ▪ Third person point of view.
  • Print enough copies of the worksheet for each student in the class.
  • Have the CD in the player and ready to push play for the students to hear the story.

Procedure:
  Introduction/Motivation: “When you were little, you probably imagined at one time or another that there was something terrifying under your bed. Did it ever occur to you that something might find you just as terrifying? As the saying goes, “It all depends on your point of view.” When you’re telling a story, you look at things one way – your way. When someone else tells the story,
he or she will put a slightly different spin on the same events” (Beers, Holt, Rinehart, Winston & inc, 2008).

**Step-by-Step Plan:**
1. Pull the screen up to reveal the three sticky notes. (M.I.: Visual/Spatial)
2. Ask for three volunteers from the class.
3. Have the three students form a circle with me.
4. Explain to the students what I would like them to do.
   - Have each pick a sticky note and stand by it.
   - Tell them to read their sticky note in their heads and become familiar with the wording because they will be reading it out loud to the class.
   - Tell them when they are done reading their sticky note, to turn around and face the class so I know they are ready to read.
5. While the students are familiarizing themselves with their sticky notes, hand out the “Point of View” handout and explain to the rest of the class what the other students are doing. Tell them to use the handout to figure out which point of view each paragraph is. (Give the sticky note students about three minutes)
6. When the three students are ready to read, have the student with the First person sticky note read. (M.I.: Verbal/Linguistic)
7. After that student is finished reading, ask;
   - “Does anyone know what point of view this paragraph is written from?” (Bloom’s: Knowledge)
   - “What evidence from the paragraph can you tell me that supports your answer?” (Bloom’s: Analysis)
8. Have the student with the second person sticky note read it for the class.
   - “How would you classify this paragraph?” (Bloom’s: Comprehension)
   - “What evidence from the paragraph can you tell me that supports your answer?”
9. Have the final student with the third person sticky note read it for the class.
   - “What examples can you find in this paragraph that tells you it is written in third person point of view?” (Bloom’s: Application)
   - “Let’s give our three volunteers a big round of applause for their excellent reading skills! Thank you very much!” (Have the three students return to their seats)
10. “Does anyone have any questions about first, second, or third person point of view?”
11. After answering questions, have the students take out their literature books and turn to page 357, the story entitled, “After Twenty Years.”
12. Inform the students that this story is uses third person omniscient perspective and that we are going to listen and follow along with the narrator.
13. Tell the students about third person omniscient perspective.
   - “The narrator in third person omniscient point of view knows everything that is going on in the story. The narrator can tell the readers about characters thoughts, feelings, pasts, and even their futures! Let’s listen to the narrator read this story.”
14. Play “After Twenty Years” on the CD. (M.I.: Auditory)
15. Ask the students, “Can you elaborate on why this story is written from third person omniscient perspective?” (Bloom’s: Synthesis)
16. “Using the handout I gave you at the beginning of class, can you tell me this, when
reading a story, how would you determine if the story was in third person omniscient perspective, or if the story was in third person limited perspective? (Bloom’s: Evaluation)

17. Pass out Identifying Narrative Perspective worksheet. Tell the students that they may have the rest of the class period to finish it. If they do not finish it, the worksheet will be due the next day in class. No, they may not work in partners for this assignment.

Closure: Today we learned about three different points of view. Can anyone tell me what they are? If you did not finish the worksheet, it will need to be completed as homework and turned in tomorrow. Please do not lose the “Points of View” handout that I gave you today. It is important, and will help you in the future!

Adaptations/Enrichment:
For LD students who struggle in language arts, I will play the story on CD for them to listen to and follow along. This will work on their reading and listening skills. Also, the paragraphs I will have on the board will be read aloud to the entire class, so they will be able to listen and read along. If need be, the student may have the worksheet read to them by myself, or they may take it to the resource room to have it read to them. Depending on the student, I can reduce the number of questions on the worksheet, or have them finish what they can in class and turn it in for credit.

Self-Reflection:
What parts of my lesson went particularly well?
What parts did not go well?
What could I have done differently?
How do I know my students understood the material?
How do I know my students are ready to move on to other material?
Sticky Notes for Board

Sticky Note #1: First Person Perspective

- **The Magic Finger** by Roald Dahl
  The farm next to ours is owned by Mr. and Mrs. Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them. I am a girl and I am eight years old. Philip is also eight years old. Last week something very funny happened. I am going to tell you about it as best as I can.

Sticky Note #2: Second Person Perspective

- **Ask a Ninja Presents: The Ninja Handbook** by the International Order of Ninjas
  Remember, any tool that you can use against an enemy may also be used against you. Therefore it is highly recommended that you build a course with your clan to practice keeping your wits about you when something is trying to set you off course. Ninjas train on special courses that really mess with their perception of space, but that doesn’t mean you can’t make your own mini gauntlet to increase your skills in your own backyard.

Sticky Note #3: Third Person Perspective

- **The Wizard of Oz** by L Frank Baum
  The Scarecrow found a tree full of nuts and filled Dorothy’s basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up.
Point of View

Point of view refers to the way a story is told. It is the position from which the events are narrated for the reader. Sometimes the author "tells" the story; sometimes one of the characters does so. Sometimes this narrator knows about everything; sometimes the narrator is limited in her or his knowledge. These methods of storytelling and the examples of point of view are detailed below.

- First person point of view uses "I" or "We." People use first person to give an opinion or share a feeling.
  
  **Example:** I like my bedroom so much that I want to jump for joy!

- Second person point of view uses the word "You." Second person is a good choice when you give directions. It's also good to use anytime you're talking directly to someone.
  
  **Example:** "You should really come and join the group because you would probably like it a lot."

- Third person point of view uses "He," "She," or "They." Sometimes "it" is used when you talk about a thing instead of a person.

  **Example:** Sally rode home as fast as she could. Then she jumped off her bike and ran into the house.

  **Example:** The tiny blue robin's egg lay below the tree where it fell.

  - There are two kinds of third person point of view: third person omniscient and third person limited/restrictive.

    **Third person point limited** is told from the point of view of someone specific in the story. Third person limited does not let the narrator use I, we, or my. The action is told using he, she, it. The narrator only knows as much as the main character knows.

    **Third person omniscient** means all-knowing. When the narrator in the point of view is omniscient (all-knowing), he/she knows everything about the characters. The narrator knows what the characters do, know, and say.
Identifying Narrative Perspective

**Directions:** Read the following passages and determine the narrative perspective, then explain how you were able to identify the point of view.

Narrative Perspective (point of view): first-person, second-person, third-person limited, third-person omniscient.

1. **Crispy Treats** by LaDanna Wafford

   First, wash your hands and gather all of your materials. Once you’ve done that, follow all of the directions in your cookbook. Put the crispy treats in the oven and cook for 30-35. While your treats cook you might want to clean your work space. When you take the treats out of the oven, pour the honey and lemon sauce on immediately. Once treats are cooled, you and your friends can enjoy.

   **Narrative Perspective:**

   **How do you know?**

2. **To Kill a Mocking Bird** by Harper Lee

   We lived on the main residential street in town—Atticus, Jem and I, plus Calpurnia our cook. Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment… Our mother died when I was two, so I never felt her absence. She was a Graham from Montgomery; Atticus met her when he was first elected to the state legislature (6).

   **Narrative Perspective:**

   **How do you know?**

3. **Alice's adventures in Wonderland** by Lewis Carroll, John Tenniel

   Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?” So she was considering, in her own mind whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

   **Narrative Perspective:**

Name: ___________________________
4. *A Retrieved Reformation* by O. Henry

“Annabel,” said Jimmy, “give me that rose you are wearing, will you?” Hardly believing that she had heard him right, she unpinned the flower from her dress and placed it in his hand. Jimmy Valentine put on his coat and walked outside the railing toward the front door. As he went he thought he heard a faraway voice that he once knew.

**Narrative Perspective:**

**How do you know?**

5. *Seventh Grade* by Gary Soto

On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade.

**Narrative Perspective:**

**How do you know?**
Identifying Narrative Perspective Answer Key

**Directions:** Read the following passages and determine the narrative perspective, then explain how you were able to identify the point of view.

Narrative Perspective (point of view): first-person, second-person, third-person limited, third-person omniscient.

1. **Crispy Treats** by LaDanna Wafford

   First, wash your hands and gather all of your materials. Once you’ve done that, follow all of the directions in your cookbook. Put the crispy teats in the oven and cook for 30-35. While your treats cook you might want to clean your work space. When you take the treats out of the oven, pour the honey and lemon sauce on immediately. Once treats are cooled, you and your friends can enjoy.

   **Narrative Perspective:** Second Person

   **How do you know?** Instructions are usually told from second-person perspective

2. **To Kill a Mocking Bird** by Harper Lee

   We lived on the main residential street in town—Atticus, Jem and I, plus Calpurnia our cook. Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment… Our mother died when I was two, so I never felt her absence. She was a Graham from Montgomery; Atticus met her when he was first elected to the state legislature (6).

   **Narrative Perspective:** First Person

   **How do you know?** The story is told from the perspective of "I" and "we."

3. **Alice's adventures in Wonderland** by Lewis Carroll, John Tenniel

   Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?” So she was considering, in her own mind whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

   **Narrative Perspective:** Third Person limited

   **How do you know?** Only Alice's thoughts are revealed.
4. *A Retrieved Reformation* by O. Henry

“Annabel,” said Jimmy, “give me that rose you are wearing, will you?” Hardly believing that she had heard him right, she unpinned the flower from her dress and placed it in his hand. Jimmy Valentine put on his coat and walked outside the railing toward the front door. As he went he thought he heard a faraway voice that he once knew.

**Narrative Perspective:** Third Person Omniscient

**How do you know?** Both Jimmy and Annabel's thoughts are revealed.

5. *Seventh Grade* by Gary Soto

On the first day of school, Victor stood in line half and hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade.

**Narrative Perspective:** Third Person Limited

**How do you know?** The story is told from Victor's perspective.
Sources:

Textbook:


Point of View:


Identifying Narrative Perspective:


Sticky Notes #1, 2, 3