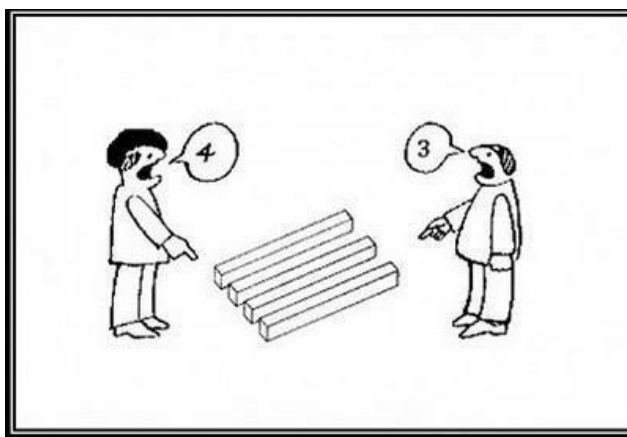


Getting to the Core

English Language Arts

Grade 7 Unit of Study

The Power of Point of View



Student Resources

Final Version: November 7, 2013

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Quick-Write

What does “point of view” mean to you? Write a short paragraph describing what point of view is and how authors can use it to affect how you feel about an event or character.

You may use this page for notes.

Vocabulary Notebook: The Power of Point of View -- Non-Fiction

Word	Can Define/ use it	Have heard it/ seen it	Don't know	Definition	Application or example in texts
perspective					
point of view					
bias					
subjective					
objective					

THE FAR SIDE By Gary Larson



"I've got it again, Larry...an eerie feeling like there's something on top of the bed."

<p>Describe what you see in the cartoon.</p>	
<p>Whose voice is represented by the caption? What evidence do you have from the text (picture)?</p>	
<p>In this type of situation, who do we normally hear from?</p>	
<p>If we did hear from that character, what might the caption say instead?</p>	

The Blind Men and the Elephant
 A Hindoo Fable
 By John Godfrey Saxe

I.

It was six men of Indostan
 To learning much inclined,
 Who went to see the Elephant
 (Though all of them were blind),
 That each by observation
 Might satisfy his mind.

II.

The *First* approached the Elephant,
 And happening to fall
 Against his broad and sturdy side,
 At once began to bawl:
 "God bless me!—but the Elephant
 Is very like a wall!"

III.

The *Second*, feeling of the tusk,
 Cried: "Ho!—what have we here
 So very round and smooth and sharp?
 To me 't is mighty clear
 This wonder of an Elephant
 Is very like a spear!"

IV.

The *Third* approached the animal,
 And happening to take
 The squirming trunk within his hands,
 Thus boldly up and spake:
 "I see," quoth he, "the Elephant
 Is very like a snake!"

V.

The *Fourth* reached out his eager hand,
 And felt about the knee.
 "What most this wondrous beast is like
 Is mighty plain," quoth he;
 "'T is clear enough the Elephant
 Is very like a tree!"

VI.

The *Fifth*, who chanced to touch the ear,
 Said: "E'en the blindest man
 Can tell what this resembles most;
 Deny the fact who can,
 This marvel of an Elephant
 Is very like a fan!"

VII.

The *Sixth* no sooner had begun
 About the beast to grope,
 Than, seizing on the swinging tail
 That fell within his scope,
 "I see," quoth he, "the Elephant
 Is very like a rope!"

VIII.

And so these men of Indostan
 Disputed loud and long,
 Each in his own opinion
 Exceeding stiff and strong,
 Though each was partly in the right,
 And all were in the wrong!

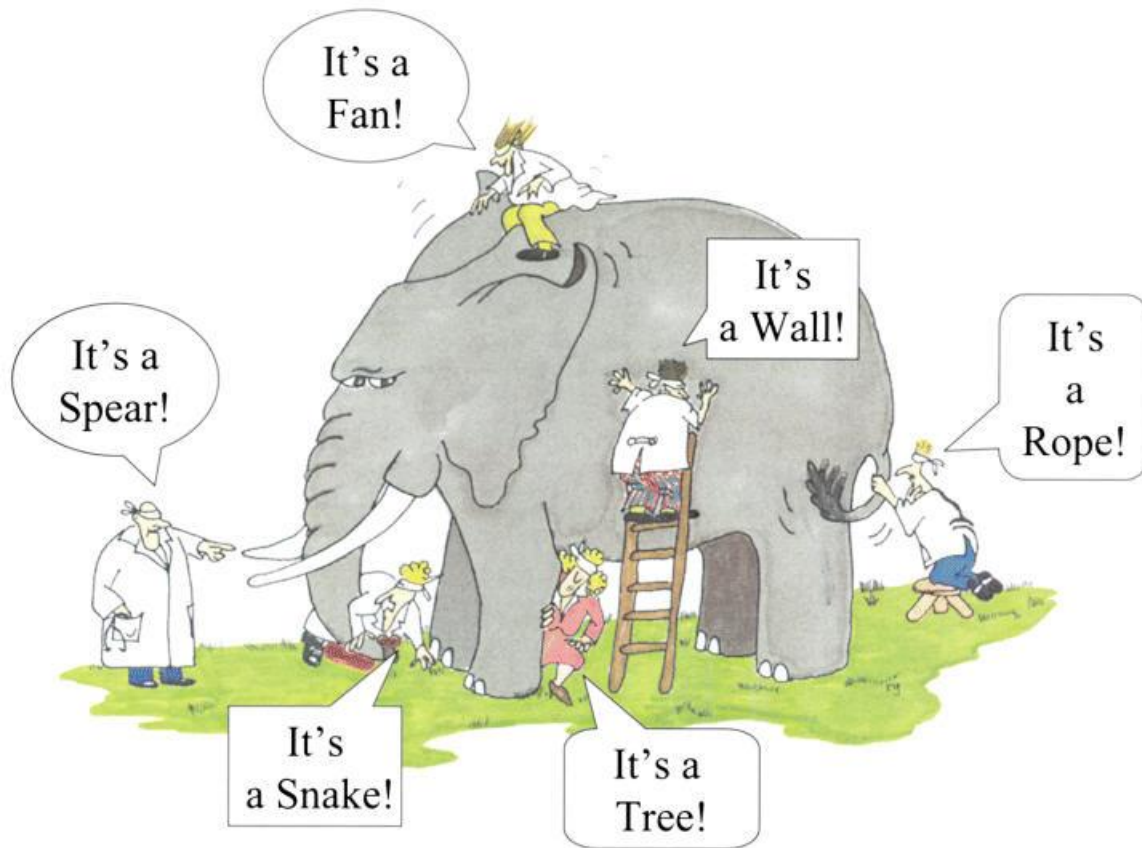
MORAL

So, oft in theologic wars
 The disputants, I ween,
 Rail on in utter ignorance
 Of what each other mean,
*And prate about an Elephant
 Not one of them has seen!*

Wrecking the Text

Stanza	Paraphrase what the stanza says in your own words.
I	Six blind educated men from India went to "see" an elephant because they were curious about it.
II	
III	
IV	
V	
VI	
VII	
VIII	
Moral	

What conclusions can you draw about the nature of “perspective” from the poem? Support your argument with evidence from the text. (You may continue on the back of this page if needed.)



A visual interpretation of "The Blind Men and the Elephant"

You may use this page for notes.

Rikki-Tikki-Tavi Plot Chart

Taking the perspective of one of the cobras, complete this plot chart. Remember that you must only use events that you would have witnessed or could have inferred.

Important Events:

Starting Situation:
Conflict (What's the problem?):

Climax:

Resolution:

Partner Share:
When the story is told from the perspective (point of view) of _____,
the reader's perception (impression) of the events changes because _____

_____.

Narrative Paragraph Checklist (Adapted from Narrative Paragraph Checklist found at <http://web.clark.edu/martpe/narrative%20parag.htm>)

After writing your paragraph, check to see if you can answer “Yes” to all of the items below. If not, revise your paragraph as needed.

Check to see if:	Yes	No
1. All of your sentences are strong, clear and varied - some long and some short, all interesting.		
2. The order of the story is correct; if you forgot some key information, it will be difficult to tell the story well.		
3. Your story has a beginning, a middle, and an end.		
4. Your transitions help explain the sequence your reader will have to follow.		
5. Your main idea is clear and appears in the beginning.		
6. Your conclusion restates what you said in your main idea.		
7. You have any spelling or grammatical mistakes.		
8. Your reader will easily understand how or why the event is taking place.		
9. You need to add details such as time, location, or anything else needed for your reader to understand the story.		
10. Your retelling of the story from the perspective of the cobra helps the reader see the events from a different point of view.		

Partner Share

Exchange paragraphs with a partner and check to see if all the items above are included. Use the following sentence starters to share your feedback:

<p>I thought you wrote the part about _____ really well.</p> <p>You could improve your paragraph by _____.</p> <p>My perception of the events in the story changed when you told the story from the point of view of _____ because _____.</p>

"A Walk in Their Shoes"

An Optional Point of View Project

Directions: Look at the pictures of shoes on the following pages and select one for this activity. After you have chosen a shoe, create a character who would wear those shoes. Create details and a past history for the character. Compose a one page profile in first or third person perspective of the shoe owner, telling the story of his/her life. Remember that you are imagining the owner as a living, breathing person, not just a mere list of facts. Your story should have a narrative flow. Be creative and have fun!!

Student Model

Ella Lynne Myers, an eighteen year old ballerina, had just finished one of the most exciting ballets of her life. For a poor girl from New Jersey, performing in New York City's *Nutcracker Ballet* was the highlight of her life so far.

Ella, a slender and graceful teenager, had spent her whole life attending ballet school since the age of seven. Waking up early every day was something she had to get used to but that she had finally come to accept. She was the oldest of two children, and lived with a single mother whose husband ran out on the family when Ella was two years old, leaving the girls without any financial support. But it wasn't long before Ella found what she was destined to do for the rest of her life.

Despite the great odds against her and her family, Ella stumbled upon ballet one day after watching the graceful ballerinas glide along the studio across the street from her New Jersey apartment. Every day after the bus dropped her off at the corner street near the studio, Ella dreamed big dreams of becoming a star ballerina for the New York Ballet Company. She'd once seen how beautiful and graceful they were on TV, and they became her obsession. Every day, she'd bug her mother to let her enroll in ballet classes, even though she knew the family couldn't afford it. But it turned out that money wasn't an obstacle; the girl's grandmother had set aside some money for her which she was able to use for enrolling in ballet classes.

Ella hardly knew what she was in for that first day. By the end of the first year, however, she showed amazing talent and caught the eye of her instructors. By the time Ella turned sixteen, she was accepted into Juilliard School on a scholarship where she was trained by the greatest ballerinas in the world. She was getting herself ready for the show of her life, which would launch her into a new world of opportunity. Though she'd struggled for ten years with blistered toes, bruises, torn muscles, and exhausting rehearsals, Ella Myers finally saw her name in gleaming lights outside New York's Broadway Theatre and became what she had always dreamed she could be.

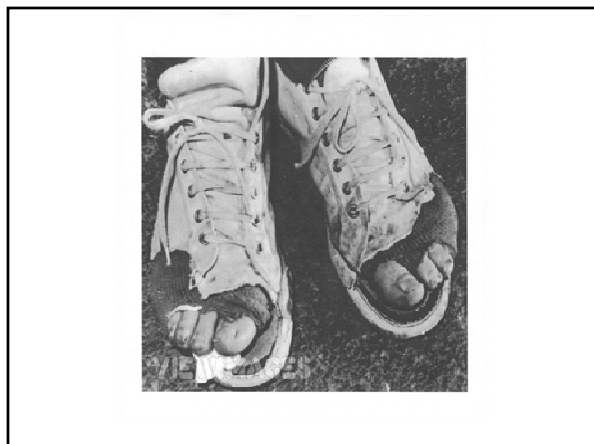


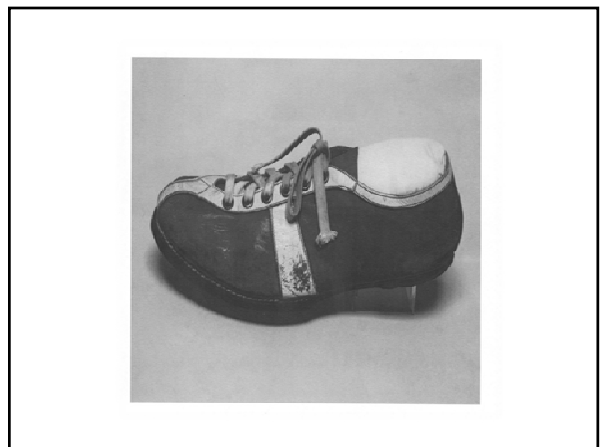
Use this page to plan your writing.

ELA Grade 7 *The Power of Point of View*, Lesson 1 Resource 1.7

A Walk in Their Shoes

Optional Point of View Project





Grade 7 The Power of Point of View

Vocabulary

ELA Grade 7 *The Power of Point of View*, Lesson 2 Resource 2.1


Vocabulary

- point of view
- bias
- subjective
- objective

Point of view

- A way that someone looks at or thinks about something.

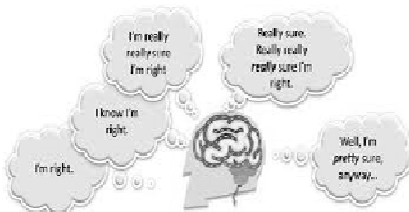
When you work with other people, it is a good idea to try to see things from your teammates' *point of view*.



Bias

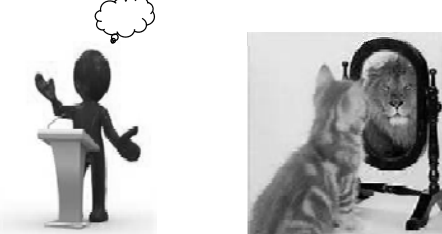
- A leaning in favor of or against a person or issue

A good teacher will grade students fairly, with no *bias*.




Subjective

- Allowing personal beliefs, opinions, and attitudes to influence writing or interpretation



Objective

- Real, factual, without bias



"Lady Justice" is blind and weighs evidence without using her personal opinions.

A closer look at...

Objective vs. Subjective

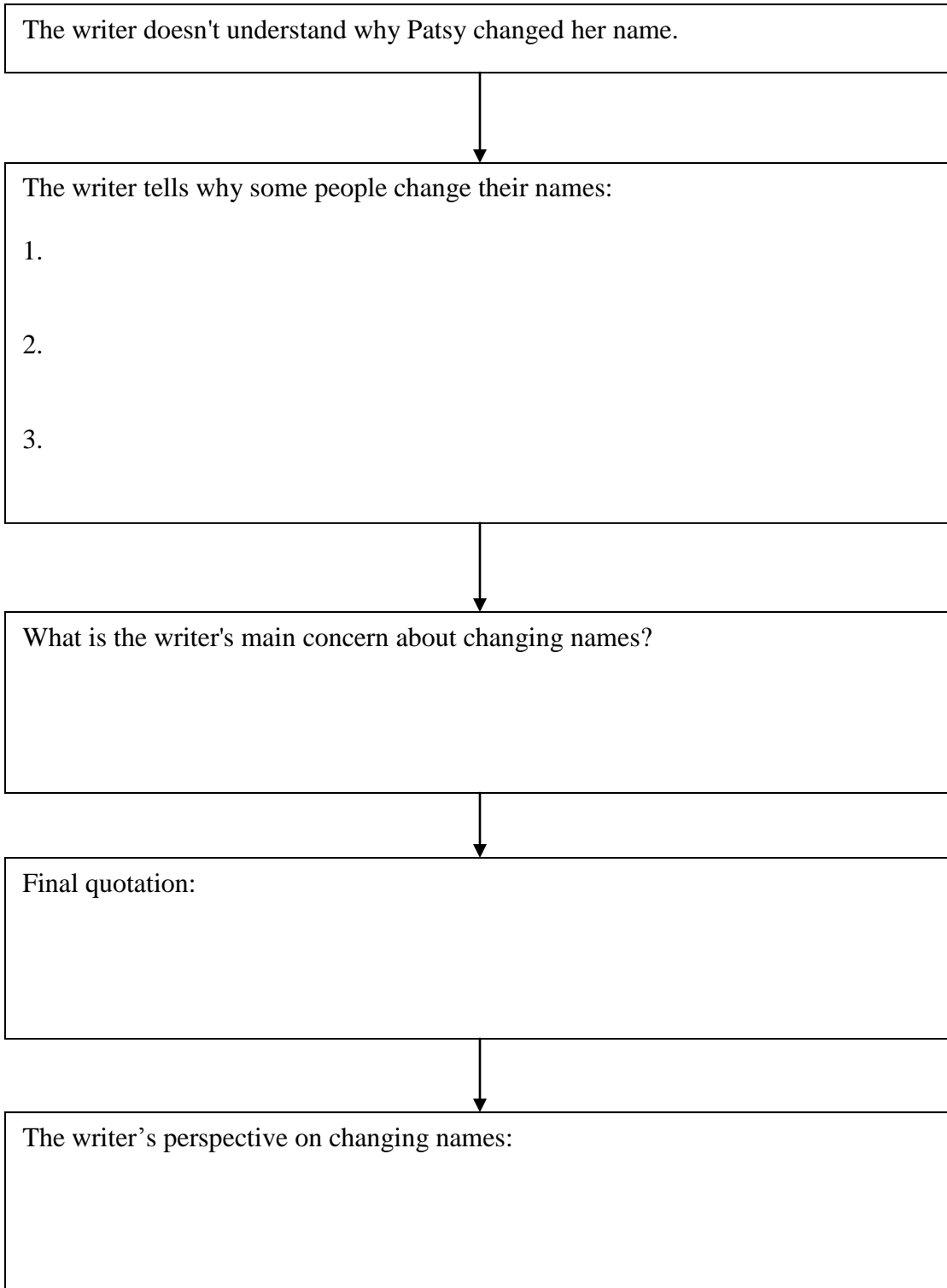
Objective

- gives information without judgment or evaluation
- usually relies heavily on facts
- tells actual events that occurred, without stating more than can be inferred

Subjective

- includes personal view or opinion
- may just describe something from the author's point of view
- may include facts but will probably exclude some facts that do not support opinion

Tracking Perspective: "What's Really In a Name?"



You may use this page for notes.

"Are Young Athletes Putting Themselves at Risk?"

Injuries and burnout are on the rise among young people in competitive sports

YES

A lot of kids and adults think that youth sports in the U.S. have become too intense. In 2006, the Minnesota Youth Soccer Association polled young players about behavior they had observed at sports games. More than a third said that they had been yelled at or teased by a fan; 15 percent said their parents got angry when they played poorly. In a similar poll by *Sports Illustrated for Kids* in 2001, 74 percent of kids said that they had witnessed out-of-control adults at their games.

This sort of behavior takes an emotional toll. One recent study reported that 70 percent of young athletes drop out of their sports by age 13. Many of those kids told researchers that sports weren't much fun.

There are also physical risks. Half of all sports injuries among kids each year are caused by simple overuse, according to the American Academy of Pediatrics. Stress fractures, ruptured ligaments, and growth-plate* injuries can cause lifelong problems. They're all avoidable with rest and moderation.

I know more than I'd like to about such injuries. When my son was 18, he ruptured an elbow ligament while pitching for his high school baseball team. At the time, he was playing for three different baseball teams in three different seasons. I wish I'd realized then how excessive that was.

- Mark Hyman
Sports Journalist and Author

* Growth plates are areas of growing tissue at the ends of children's leg and arm bones. They are the weakest part of a young person's skeleton.

NO

Those who argue that youth sports are too intense point mostly to two factors--the amount of time that they require and the pressure they place on young athletes. These are the very qualities, however that make sports so valuable.

Youth sports today indeed require a big investment of time, money, and energy. But the physical and emotional benefits that come from playing sports are worth it.

Young athletes who spend countless hours training learn the value of discipline and commitment. There is simply no way other than tireless repetition to master the skills necessary to succeed in competitive athletics. When an athlete performs well as a result of this kind of training, he or she develops genuine self-confidence.

With parents shouting from the sidelines and college scouts watching, high-level competitions are packed with pressure. But when managed well, this pressure can bring out the best in young athletes.

To successfully compete in this environment, young athletes must develop mechanisms for blocking out distractions and concentrating only on the details relevant to performance. Instead of being held back by the pressure, they learn to thrive under it.

In the soccer club I work for, I've seen countless kids achieve their potential as a result of all their hard work. It's the intensity that makes youth sports so valuable.

-Nathan Pitcock
Chicago Magic Soccer Club

Junior Scholastic April 18, 2011

"Are Young Athletes Putting Themselves at Risk?"
Double Bubble

Quick-Write

"Are Young Athletes Putting Themselves at Risk?"

Which argument was more convincing? Why? Discuss the quality, quantity, and type of evidence provided. You may use your Double Bubble as a reference. Be sure to use only the evidence in the articles, not your own personal opinions.

You may use this page for notes.

Should 4-Year-Olds Be Beauty Queens?

Millions of young children compete in pageants across America. Do these contests go too far?

By Justin O'Neill *Scholastic Scope* December 12, 2011

Four-year-old Karley stands in her family's kitchen, dressed in a bikini. She screams in terror as her mom approaches with a spray can. There is no escape for Karley. The dreaded moment has arrived.

The instant the cold mist hits her bare shoulders, Karley squirms, cries out, and stomps her feet. She shakes like she has been electrocuted.

"Look at your white legs!" Karley's mom scolds, while covering her daughter head to toe with fake tanner.

Welcome to the strange world of child beauty pageants.

In the Name of Beauty

Some 3 million kids -- most of them girls -- between the ages of 6 months and 16 years compete in American pageants each year. They face off locally and nationally in categories such as swimsuits, talent, evening wear, and themed costumes. This is a world where toddlers sport fake fingernails, a mother feeds her daughter 10 Pixy Stix as a pre-pageant energy boost, and parents routinely drop five grand on a child's pageant outfit.

You can see it all on TLC's controversial reality show *Toddlers & Tiaras*. Young contestants like Karley endure a lot in the name of "beauty": eyebrow waxes, wigs, heavy makeup, manicures, and partial dentures called "flippers" that fill in gaps left by missing front teeth. This can't possibly be good for kids, can it? Pageant fans say it's harmless fun. They say that pageants can even benefit children by building their confidence and public-speaking skills. Plus, pageant winners earn college scholarships, cash -- and those cherished sparkly tiaras, of course.

Others think that child beauty contests are downright ugly. For one thing, pageants are costly. Besides buying a closet full of pricey dresses, families spend fortunes on entry fees, travel, hotel rooms, makeup, and coaches.

Damaging Message?

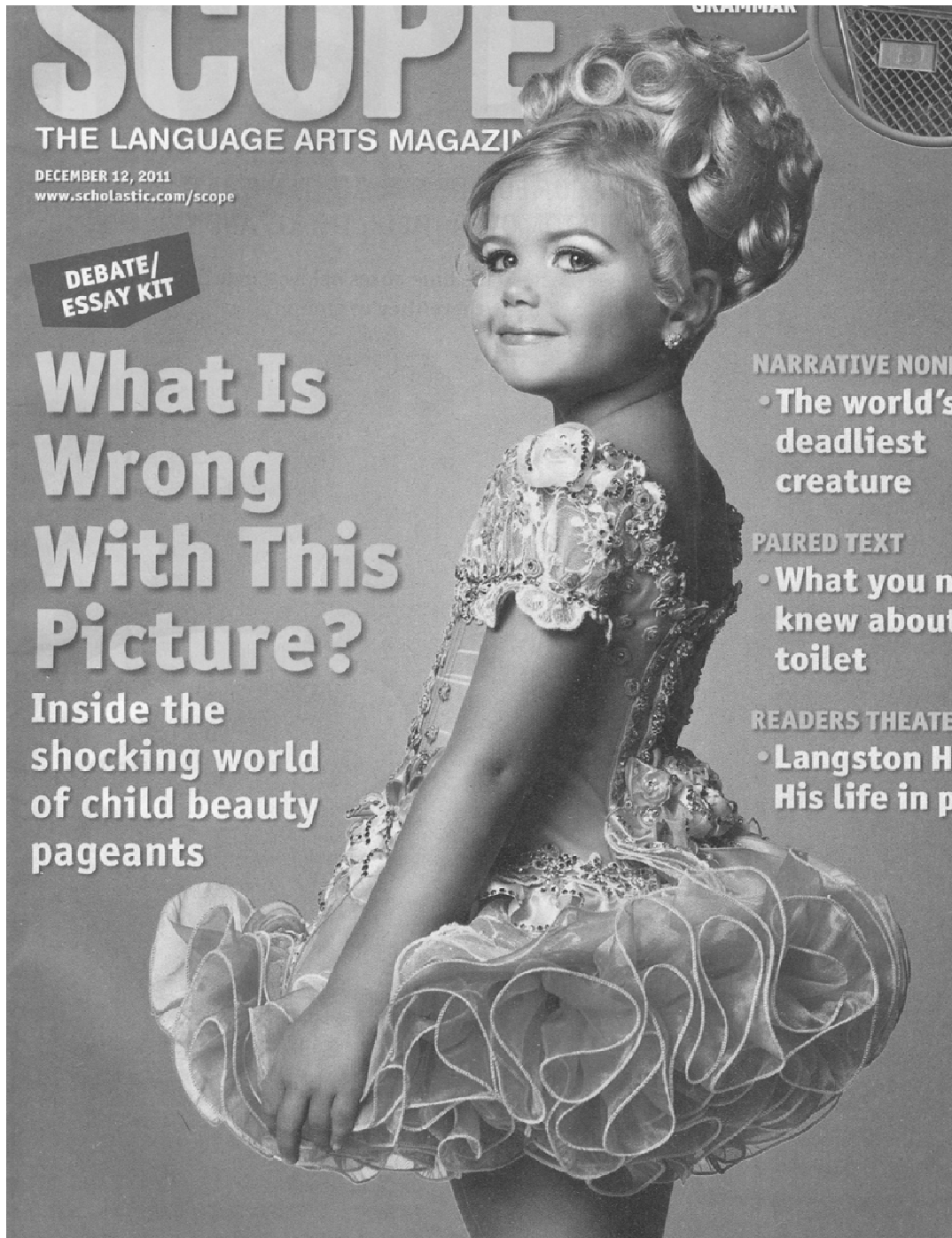
Perhaps more seriously, some believe that beauty pageants send the damaging message that appearance is the most important thing about a person. Critics also worry that instead of celebrating individuality, pageants encourage girls to change their looks to fit narrow, invented standards of beauty. There is a concern as well over the way contestants imitate the fashions and behaviors of adult celebrities, strutting across the stage in short skirts and revealing dresses. Is it appropriate for children to dress and act in such a mature way?

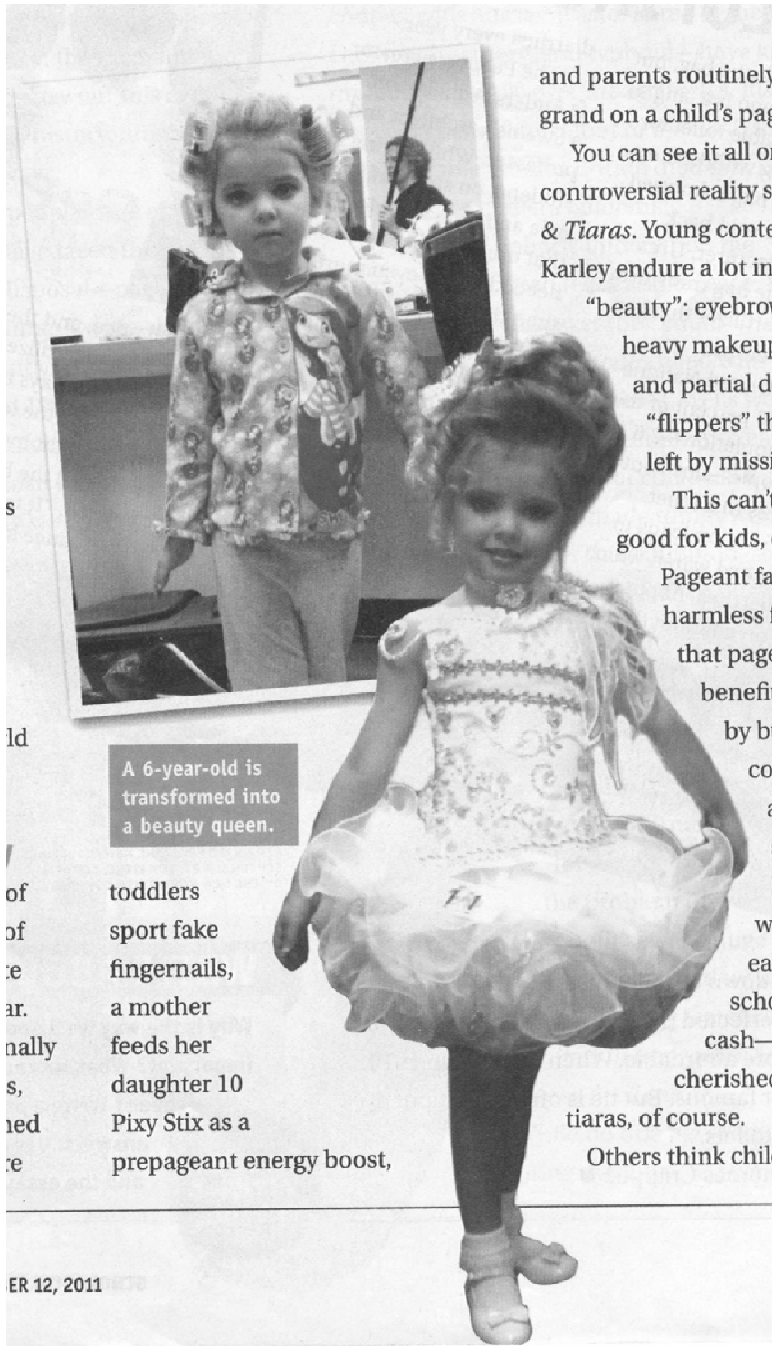
Despite the opposition, pageant parents insist that competing in beauty contests is no different from playing a sport, which also requires time and money and puts intense pressure on young competitors. Like young athletes, little beauty queens learn discipline, feel great pride in their accomplishments, and form lasting friendships.

Yet where but on *Toddlers & Tiaras* can you watch a mother convince her 8-year-old daughter to have her eyelashes dyed? For some, this kind of thing is cute fun. It's enough to make others want to scream.

Just like Karley.

You may use this page for notes.





A 6-year-old is transformed into a beauty queen.

of
of
re
ar.
nally
s,
ied
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toddlers
sport fake
fingernails,
a mother
feeds her
daughter 10
Pixy Stix as a
prepageant energy boost,

and parents routinely
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controversial reality s
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tiaras, of course.
Others think child

"Should 4-Year-Olds Be Beauty Queens?"
Text-dependent Questions

1. Was the article more positive or negative toward child beauty pageants?

2. Is the article subjective or objective? How do you know?

3. What is the author's opinion on child beauty pageants? How do you know that that is his opinion?

4. What evidence could the author have included that would have made the article more balanced?

You may use this page for notes.

Argumentative Presentation

You will be presenting an argument to the class. You will select a topic and decide on the claim that you would like to make. You will research that topic and compile evidence that supports your claim. After your presentation is written, you will deliver it as a speech.

Possible Topics:

Should schools require students to wear a uniform?

Should schools be allowed to sell "junk" food (e.g., soda, fried chips)?

Should girls and boys be taught in same gender classrooms?

How could your school or community be improved? (Choose only one way.)

Should cell phones be banned from schools?

To make a good presentation:

- State your claim (including your topic!) clearly
- Have sufficient, relevant information that supports your claim.
- Close your speech powerfully. (Make sure the audience knows your opinion and perhaps what they should do about it - a “call to action”.)
- Do not read your speech.
- Make eye contact with the audience.
- Speak at a natural pace and a volume that can be heard by all students.
- Pronounce your words clearly.

Use the space below to brainstorm ideas. Refer to the rubric on the back to guide your planning.

Rubric:

4 Points	3 Points	2 Points	1 Point
Topic and claim are very clearly stated.	Topic and claim are adequately stated.	Topic and claim are somewhat clearly stated.	Topic and/or claim are not clearly stated.
Claim is fully supported with sufficient relevant information.	Claim is adequately supported with relevant information.	Claim is somewhat supported with relevant information.	Claim is not supported by relevant information.
Conclusion powerfully states the speaker's opinion and may include a call to action.	Conclusion adequately states the speaker's opinion.	Conclusion somewhat states the speaker's opinion.	Conclusion does not state the speaker's opinion.
Speaker consistently maintains eye contact, natural pace, appropriate volume, and pronunciation.	Speaker adequately maintains eye contact, natural pace, appropriate volume, and pronunciation.	Speaker occasionally maintains eye contact, natural pace, appropriate volume, and pronunciation.	Speaker does not maintain eye contact, natural pace, appropriate volume, or pronunciation.

Reflection

Now that you have delivered your argumentative presentation, answer the following questions:

- Was your speech objective or subjective?
- What was your point of view?
- How did that affect your perception of the topic?

You may use this page for notes.

Vocabulary Notebook: The Power of Point of View -- Fiction

Word	Can Define/ use it	Have heard it/ seen it	Don't know	Definition	Application or example in texts
point of view					
omniscient					
first-person					
third-person limited					

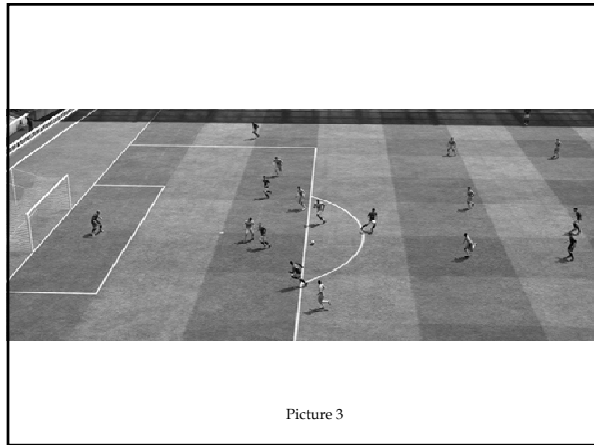
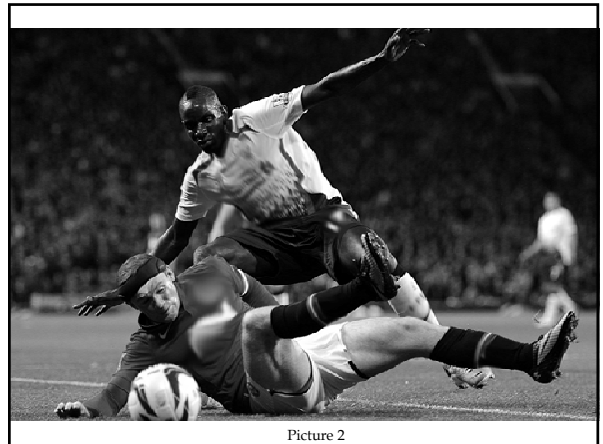
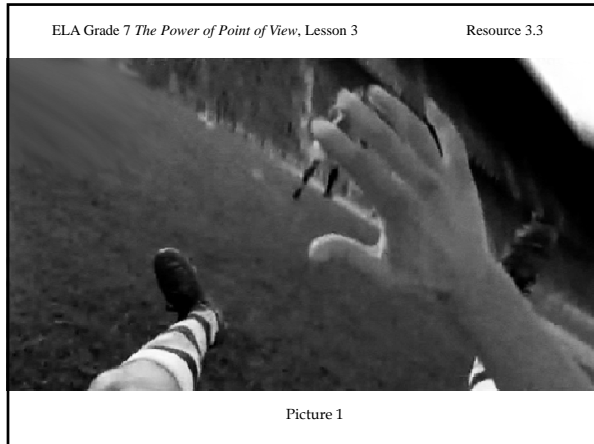
Viewing with a Focus

For each of the three pictures you will see, answer all three questions.

	Picture 1	Picture 2	Picture 3
Describe what you can see in this picture.			
How involved in the action do you feel?			
What information might you be missing out on outside of the picture?			

Once you have viewed all three pictures, answer the following questions:

From each picture’s point of view, what would you perceive? What would you NOT perceive? What are the advantages/disadvantages of each perspective? _____



ELA Grade 7 *The Power of Point of View*, Lesson 3 Resource 3.4

**GRADE 7
THE POWER OF
POINT OF VIEW**


Vocabulary -- Fiction

Vocabulary

- point of view
- first-person
- third-person, limited
- omniscient


Point of View

□ The vantage point from which a story is told



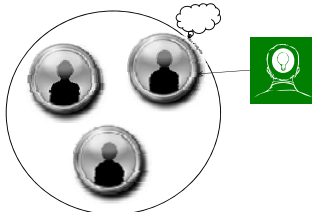
First-Person

- The narrator is a character in the story.
- The narrator tells the story through only his/her perspective.



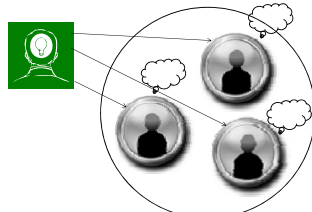
Third-Person, Limited

- The narrator is not a character in the story.
- The narrator tells the story through the thoughts and feelings of just one character.



Omniscient Point of View

- The narrator is not a character in the story.
- The narrator tells the story through the most personal thoughts and feelings of all the characters.



Point of View Identification Activity

Directions: Read each of the passages below. Identify its point of view and explain how you know you're right. Choose from first-person, third-person limited, or omniscient point of view.

Passage #1:

"As I walked by the corner of my room, where my computer table was set up, I pressed the on button, slid a diskette into the floppy drive, then went to brush my teeth. By the time I got back, the computer's screen was glowing greenly, displaying the message: Good morning, Kevin."

1. Point of View: _____

2. How do you know?: _____

Passage #2:

"The princess bent down to kiss the slimy toad; she was once told that if she kissed a toad by the side of a pond, the toad would magically turn into a handsome prince. She thought and wished to herself, 'If only, if only,' but when she went to kneel down, the toad was gone."

1. Point of View: _____

2. How do you know?: _____

Passage #3:

"The young maiden's loveliness, her hair solid black and shining in the sun, made her seem such a lovely being. The king suddenly knew without a doubt that he was to marry her. The entire town would throw them a grand wedding and the two would live happily ever after."

1. Point of View: _____

2. How do you know?: _____

Passage #4:

"There was so much to learn and understand when it came to being a dragonrider that sometimes, Keevan was overwhelmed. How would he ever be able to remember everything he ought to know at the right moment?"

1. Point of View: _____

2. How do you know?: _____

You may use this page for notes.

"Beauty and the Beast"
Text-dependent Questions

	Version 1	Version 2
Is the narrator a character in the story?		
If the narrator is a character, what pronouns does the narrator use to describe himself or herself?		
What does the narrator know about other characters' thoughts and feelings?		
What overall effect did the choice of narrator have on the story? Use evidence from the stories to support your conclusion.		

"Yeh-Shen" What if...

If the following character became the narrator, what other details, thoughts, or feelings might the reader learn about?

If Yeh-Shen narrated the story

If the following character became the narrator, what might be the story's theme?

If Yeh-Shen narrated the story, the theme might be

If the stepmother narrated the story

If the stepmother narrated the story, the theme might be

If the king narrated the story

If the king narrated the story, the theme might be

Revising for Point of View "Yeh-Shen"

Directions: You will choose a short passage from the selections below and revise it so that it is being told from a different point of view. Since "Yeh-Shen" is told with an omniscient narrator, you may choose first-person or third-person limited for your version.

- The killing of Yeh-Shen's fish: page 252 – "Somehow the stepmother...waters of the pond."
- The feast: pages 253-254 – "That day Yeh-Shen...the island kingdom of T'o Han."
- Yeh-Shen retrieving her slipper: pages 254-255 – "It wasn't until the blackest...beautiful azure gown."

Fairy Tale Times Two

Directions: You will choose a fairy tale that you are very familiar with and tell it from two points of view and two different characters. (For example the "Beauty and the Beast" versions were told as omniscient and first-person from the Beast.) Use the space below to brainstorm as many fairy tales that you can remember well.

Once you have chosen your fairy tale, use the rubric below to guide your narrative writing. Lined paper has been provided on the following pages for you to write your fairy tales.

4 Points	3 Points	2 Points	1 Point
Narrative contains a clearly defined beginning, middle, and end; transitions are consistently used to convey sequence.	Narrative contains an adequately defined beginning, middle, and end; transitions are usually used to convey sequence.	Narrative contains a somewhat defined beginning, middle, and end; transitions occasionally used to convey sequence.	Narrative does not contain a beginning, middle, and end; transitions are not used to convey sequence.
Characters are richly defined and developed; points of view are clearly expressed.	Characters are adequately defined and developed; points of view are relatively well expressed.	Characters are somewhat defined and developed; points of view are expressed, but not clear.	Characters are not well defined or developed; lacks point of view.
Descriptive words and details are powerfully used to capture action and convey experiences and events.	Descriptive words and details are adequately used to capture action and convey experiences and events.	Descriptive words and details are somewhat used to capture action and convey experiences and events.	Descriptive words and details are not used to capture action and convey experiences and events.
Writing contains few or no errors in English conventions (grammar, capitalization, punctuation, spelling).	Writing contains some errors in English conventions that do not interfere with the reader's understanding.	Writing contains some errors in English conventions that interfere with the reader's understanding.	Writing contains many errors in English conventions that interfere with the reader's understanding.

