About This Lesson:
Point of View

Common Core State Standards

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<th>Grade 6</th>
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<td>RL 6 Explain how an author develops the point of view of the narrator in a text.</td>
<td>RL 6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>RL 6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</td>
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Lesson Objectives
Tell students that, in this lesson, they will learn to
- define point of view
- identify and distinguish between first- and third-person points of view
- identify third-person limited and third-person omniscient point of view
- analyze the effects of point of view on readers

Strategies for Teaching
How you use this interactive lesson will reflect your personal teaching style, your instructional goals, and your available technological tools. For example, Point of View can work well as both a whole-class lesson or as a targeted small-group skill review.

Here are teaching tips for each screen in the lesson.

SHARE WHAT YOU KNOW

Screen 2: Who Tells the Story?
Point out that reactions to an event can vary, depending on who is telling the story. Ask students how each person listed might have perceived a basketball game. Have volunteers list details in the right column. For example, the star player on the winning team might focus on the glory of the victory or an amazing play he or she orchestrated. Have students role-play what different people might say.

Screen 3: Why Point of View Matters
As you reveal the numbered items one by one, ask students to give examples that illustrate each effect, either from their role-playing from the previous screen or from real-life experiences.

LEARN THE SKILL

Screen 4: Point of View in Literature
After reading the definition together, ask students: What do you know about narrators?
Screen 5: Point of View in Literature
Remind students that pronouns are words that take the place of names and other nouns. Ask volunteers to list some common first-person pronouns (I, me, myself, mine) and common third-person pronouns (he, she, his, her, him, they, their). Point out that first-person pronouns can still appear in a story told by a third-person narrator but only in dialogue.

Screens 6 and 17: Look at the Pronouns
Start by asking students: Which character in the passage do you think Cassie is? Then have a student highlight the pronouns that the author uses to refer to Cassie. Enlist the rest of the class to confirm that the correct pronouns are highlighted. Ask students: Are the highlighted pronouns first-person or third-person?

Screen 7: Analyze the Effects
As an extension, ask a volunteer to imagine aloud how this story might continue, cautioning him or her to maintain the same point of view for the narrator.

Screens 8 and 18: Analyze the Effects
Read aloud each question in the chart and have students point out details in the text that suggest answers. Prompt the class to supply phrases to answer each question. As an extension, ask students to think about how the passage would be different if a third-person omniscient narrator—rather than a first-person narrator—were telling the story.

Screen 9: Use the Steps
Before students read the passage, you may want to provide this background information: Little Women, a novel published in 1868, describes the adventures of four sisters, Beth, Jo, Amy, and Meg. In this passage, from the beginning of Chapter 4, the girls’ personal troubles are described.

Screen 10: Tips for Analyzing Point of View
Work as a group to brainstorm a short list of short stories or novels that students have read recently. Encourage students to choose a title that is still fresh in their minds. Have pairs complete the frames together. Then have pairs share and discuss their answers with the group.

PRACTICE & APPLY

Screen 11: Identify Point of View
Before students begin, briefly review that in a story told from the first-person point of view, the narrator:
- is a character in the story
- uses the pronouns I and me to refer to himself or herself
In a story told from the third-person point of view, the narrator:
  • is not a character in the story
  • uses the pronouns *he, she, him, her,* and *they* to refer to the characters

**Screen 12: Identify the Narrator of a Novel**
To extend the activity, you might challenge students to rewrite or retell the passage from Alice’s first-person point of view. Allow time for students to compare the effects of a first-person version with the original excerpt. Ask: How are the two versions different?

**Screens 13 and 19: Analyze the Effects**
For each question in the chart, ask volunteers to point out details in the passage that they think will provide answers. For example, in the first sentence of the passage, the narrator tells readers that the main character is sleepy and bored. That information helps to answer the second question in the chart.

**Screen 14: Retell a Familiar Story**
You may want to suggest titles for other stories or fables with which students are familiar. Have students work in small teams and decide as a group which point of view they will use to retell the story. Teams can record their stories or share them orally with the class. Class members from other teams should identify the point of view of each story.

**Screen 15: Pop!**
Have students take turns selecting an item and identifying the point of view. Remind them to distinguish between third-person limited and third-person omniscient points of view. As part of each response, have students identify the details in the text that helped them determine the point of view.

**Screen 16: Wing It**
Have one student identify the pronouns that the narrator uses. Have another student point out details that he or she learns about the narrator. Then have other volunteers suggest words to complete each frame. After an answer is suggested for each frame, click on the airplane to reveal a possible answer.

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**Note:** Printable versions of all public-domain selections in this lesson are available on the following pages of this document.
from *Little Women*  
by Louisa May Alcott

Beth had her troubles as well as the others; and not being an angel, but a very human little girl, she often ‘wept a little weep’ as Jo said, because she couldn’t take music lessons and have a fine piano. She loved music so dearly, tried so hard to learn, and practiced away so patiently at the jingling old instrument, that it did seem as if someone . . . ought to help her. Nobody did, however, and nobody saw Beth wipe the tears off the yellow keys, that wouldn’t keep in tune, when she was all alone. . . .

There are many Beths in the world, shy and quiet, sitting in corners till needed, and living for others so cheerfully that no one sees the sacrifices till the little cricket on the hearth stops chirping. . . .

If anybody had asked Amy what the greatest trial of her life was, she would have answered at once, “My nose.”

from “The Tell-Tale Heart”  
by Edgar Allan Poe

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever.
from *The Call of the Wild*
by Jack London

Dazed, suffering intolerable pain from throat and tongue, with the life half throttled out of him, Buck attempted to face his tormentors. But he was thrown down and choked repeatedly, till they succeeded in filing the heavy brass collar from off his neck. Then the rope was removed, and he was flung into a cagelike crate.

There he lay for the remainder of the weary night, nursing his wrath and wounded pride. He could not understand what it all meant. What did they want with him, these strange men? Why were they keeping him pent up in this narrow crate?

from “A Game of Catch”
by Richard Wilbur

Monk and Glennie were playing catch on the side lawn of the firehouse when Scho caught sight of them. They were good at it, for seventh-graders, as anyone could see right away. Monk, wearing a catcher’s mitt, would lean easily sidewise and back, with one leg lifted and his throwing hand almost down to the grass, and then lob the white ball straight up into the sunlight. Glennie would shield his eyes with his left hand and, just as the ball fell past him, snag it with a little dart of his glove.
from *Alice’s Adventures in Wonderland*
by Lewis Carroll

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 conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble. . . .

from *Twenty Thousand Leagues Under the Sea*
by Jules Verne

This unexpected fall so stunned me that I have no clear recollection of my sensations at the time. I was at first drawn down to a depth of about twenty feet. I am a good swimmer . . . and in that plunge I did not lose my presence of mind. Two vigorous strokes brought me to the surface of the water. My first care was to look for the frigate. Had the crew seen me disappear? Had the *Abraham Lincoln* veered round? Would the Captain put out a boat? Might I hope to be saved?