

Lesson Plan

Learning Segment Focus Perspective & Purpose **Lesson** 2 of 5

Course & topic addressed Understanding Point of View, Purpose, & Perspective in Literature or Writing

Date February 4, 2020 **Grade** 8th Grade ELA

Student Outcomes

Specific learning objectives for this lesson.	To understand the author’s purpose & perspective when reading or writing a piece of work, and how it can affect point of view.
Justify how learning tasks are appropriate using examples of students’ prior academic learning .	Students have read and discussed numerous pieces of writing and should understand that there are differences in the way a story is written as well as why the author has written it or how the author wants the reader to view the story.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets .	This lesson on perspective and author purpose will help students learn what factors influence writing and how we read literature based on education, experiences, bias, influence, culture, opinions, purpose, etc.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.8.6 Analyze how differences in the <i>points of view</i> and/or <i>perspectives</i> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.</p> <p>RI.8.6 Determine an author's <i>point of view, perspective</i>, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.</p> <p>W.8.3.A Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Point of View, Perspective, Author’s Purpose, Tone, Narrator, First Person, Second Person, Third Person, Dialogue, Bias, Background Knowledge
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports</p>	<p>The academic language used will create explanation & clarification for the way an author writes and how perspective, purpose, and point of view can influence writing. These vocabulary words will deepen the students’ understanding of how or why point of view, purpose, and perspectives may change depending on the needs of the author. It will also help students understand techniques to use in their own writing. We will use the academic vocabulary in our whole class discussion, provide examples of each, and will have written spellings, definitions, and examples of each in which the students can refer back.</p>
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address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, Computer, YouTube Video, Purpose (PIE) Flow Chart, Vocabulary Sheet, Point of View Flow Chart, Teacher’s Whiteboard, Dry Erase markers in multiple colors
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pen/Pencil, Vocabulary Sheet, Blank paper with colored pencils or markers, Point of View Flow Chart, Purpose (PIE) Flowchart, Provided worksheet.

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> Briefly review point of view from yesterday’s lesson. Ask students to tell me what they think Perspective and Author’s Purpose are. Show a YouTube Video that shows bias of perspective based on opinions or preferences. https://youtu.be/Ctz_dHfYfb8 	<p>I will review <i>point of view</i> and ask students what other factors affect how an author writes or how we read written texts. If no one mentions <i>perspective</i> and <i>purpose</i>, I will introduce those topics. Then, I will show a video that shows bias and its effect on perspective. The video exposes students to political bias without showing support for one candidate over the other. It simply displays that when someone is biased or has a preconceived opinion, it alters their perspective.</p>
30 mins	<p>Instruction:</p> <ul style="list-style-type: none"> Discuss <i>Perspective</i> and <i>Author’s Purpose</i>. Make an interactive <i>Perspective</i> diagram. Pass out <i>Author’s Purpose</i> Flowchart and we will fill in the blanks together. Discuss the impact of <i>Perspective and Author’s Purpose</i> on both the author and the reader. 	<p>We will discuss in a whole group, the idea of <i>Perspective</i> and <i>Author’s Purpose</i> in writing. I will write the word “Perspective” on the smartboard in front of the class and ask them to do the same on their blank piece of paper, using whatever colors they choose and designing the information however they choose. Next, we will work through the meaning of perspective and have students give me examples of things that influence perspective, similar to the chart below. The next handout will involve using the acronym P.I.E to clarify the <i>Author’s Purpose</i> and the type of writing that is created with certain intentions. We will then discuss in detail the impact of perspective and bias within literacy.</p>
15 mins	<p>Closure:</p> <ul style="list-style-type: none"> Display image of <i>Point of View, Author’s Purpose, & Perspective</i> and discuss how to identify each. Pass out worksheet on <i>Point of View</i> and <i>Perspective</i> and ask students to complete by the next class. 	<p>On the smartboard, I will display an image that describes how to identify <i>Point of View, Author’s Purpose, & Perspective</i> and give a copy to students to refer back to. Students will be given handout over identifying <i>Point of View</i> and <i>Perspective</i>, instructions will be explained, and students will be asked to complete by our next class meeting.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Have students that require modifications or remediation to sit closer to the front of class to keep them engaged in learning.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>By providing diverse tools for learning such as media, art, and visual aids.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Assess students' knowledge of <i>Perspective</i> when filling out graphic.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Assess comprehension of how <i>Author's Purpose</i> creates types of writing as we fill out PIE chart.</p>

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Cognitivism, a learning theory developed by Jean Piaget, states students will learn most effectively through reading text and lecture instruction. Rehearsal, or rote repetition, and use of mnemonics are strategies teachers show students in order to commit facts to long-term memory. Connectivism encompasses the idea that people process information by forming connections. Students are encouraged to reflect on personal experiences in creating a construct or schema for understanding.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i> Possibly separate Perspective and Author's Purpose into two lessons if I have to slow down on one concept and resulting in limited time to ensure comprehension of both ideas.</p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson. *adapted from:

- <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&q=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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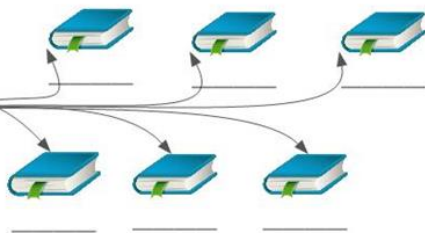
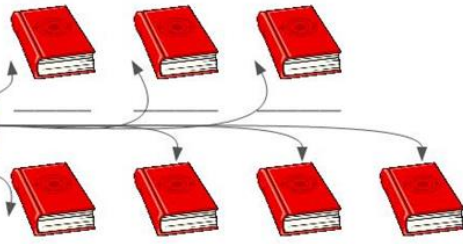
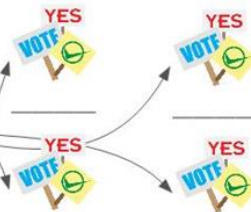


Author Purpose is a Piece of P.I.E.

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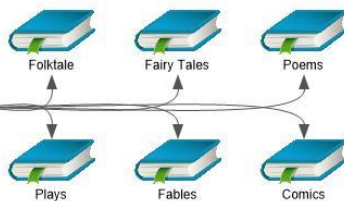
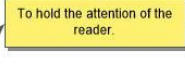
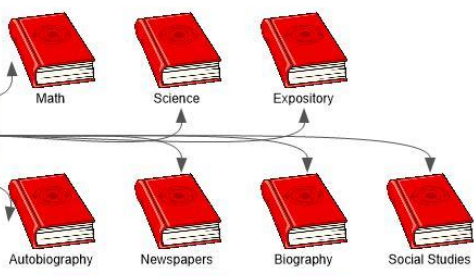
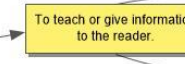
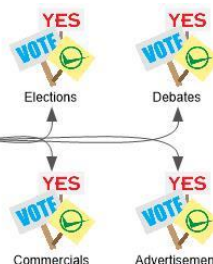
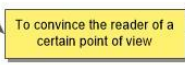


Author Purpose is a Piece of P.I.E.

Persuade

Inform

Entertain





PURPOSE: Why is the author sharing the story/information?

- To persuade or convince the reader that _____.
- To inform or explain or teach the reader about _____.
- To entertain (or convey an experience to) the reader about _____.

POINT OF VIEW: Who is telling the details?

- Who is telling the story?
- Who is telling *this part* of the story?
- Who is giving/telling/teaching the information?

PERSPECTIVE: How a character/author feels about something/a situation.

- What does this character/author think?
- What does he/she believe?
- What is his/her attitude about the subject?
- What is his/her take on the situation?

UNDERSTANDING PERSPECTIVE & POINT OF VIEW

Determine the Point of View AND the Perspective for each paragraph.



As I walked through my bedroom door, my mom came to stand beside me. The walls, once decorated with posters, and the bookshelves once covered in toys and games, were now barren. Only two boxes remained—an old collection of toys and one last box ready to go with me to college. Mom gasped and threw her arms around me as she saw the empty room. My excitement dampened when I realized how sad my mom was to see me go. I couldn't believe today was the day I would be leaving for college, and even though I was excited, I sure was going to miss my family.

Point of View: _____ Perspective: _____



When I walked into my oldest child's bedroom, I was shocked to see the bare walls and empty shelves. It felt like yesterday that I was looking into this same room watching him play happily with his favorite toys, zooming Buzz Lightyear through the air. Today, there are only two boxes left. As I hug him tightly, I whisper in his ear that I wish I could always be with him. My heart breaks to see my boy going off to college, and I'm not sure how I'll get along without him here at home. I'm reassured when he tells me that I'll always be with him. I just can't believe my dear son is leaving today.

Point of View: _____ Perspective: _____



Peering through the cardboard box, Woody could see Andy coming through the door, followed closely by his mom. He watched eagerly, excited to see what would happen. When mom began to cry while hugging Andy, Woody knew something was wrong. He quickly realized that he would be leaving, separated from his friends stuffed in the box sitting on the floor. Woody turned his head away from the sad scene and came face to face with an old picture of himself, Andy, and his best buds. His eyes lowered, and his heart sank with sadness.

Point of View: _____ Perspective: _____

How do the different perspectives effect how each story is told?
