

ELA: Grade 8, Lesson 2, Narrative Point of View

Lesson Objective: Student will reflect on the importance of point of view in narratives.

Practice Focus: Today we will consider how a reader and a writer might use point of view to strengthen reading analysis and writing skills.

TN Standard: 8.RI.KID.1, 8.RI.KID.2, 8.RI.KID.3

Teacher Materials:

- ELA, Grade 8, Lesson 2 Teacher Packet

Student Materials:

- Notebook Paper
- Pencil

****Important notes for teacher:**

- Please be sure to read the text at a slow pace. Since students can only hear these texts, they should be read slowly for them to have time to hear and process the information.
- Please provide noted wait time for questions and tasks. It might feel awkward to stand and be silent during these times but it is necessary to allow students time to process information, think deeply, and complete tasks.

Teacher Do	Student Do
<p><u>Opening</u></p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 8th graders out there, though everyone is welcome to tune in. This lesson is the second in our series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools! I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>We will be learning about Narrative Point of View! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Something to write with• Blank paper <p>If you didn’t see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since we’ll be talking about things we learned previously.</p> <p>Today we will dig deeper into our understanding of point of view by exploring the concept of narrative point of view and how it affects meaning in stories.</p>	<p>Student listens and writes in response to prompt.</p>

<p>Before we begin, take 4 minutes and respond to the following prompt on a piece of paper. Keep your response handy as we will return to it later in the lesson.</p> <p>Describe a time in your life when you had to defend a friend's point of view or represent someone's perspective that differed from your own. In what ways was this challenging?</p> <p>Today, we will discuss the importance of point of view in narratives. As we explore this concept, consider how you as a reader and as a writer might use these ideas to strengthen your reading analysis and writing skills.</p>	
<p><u>Introduction</u></p> <p>We will begin by reading an informational text that explores what point of view looks like in narrative.</p> <p>[Read aloud the 3 paragraphs from "Narrative Point of View: Some Considerations"]</p> <p>The 'meaning' of a story is determined by a number of factors. One of the main factors is the matter of who is telling the story, and how. There are many 'positions' or 'perspectives' or 'points of view' from which a story can be told. By 'point of view' we generally mean two somewhat different things: the relation of the narrator to the action of the story — whether the narrator is, for instance, a character in the story, or a voice outside of the story; the relation of the narrator to the issues and the characters that the story involves — whether the narrator is sympathetic, whether she supports or opposes a particular cultural practice or doctrine, that sort of question.</p> <p>The first of these meanings of point of view is more technical: the story must get told, there are various ways to tell it, each way of telling may bring a different emphasis, different knowledge, different ways in which readers process the story. As a more technical concern, and one which deeply affects how the story conveys its meanings, this is the meaning of 'point of view' most often dealt with in discussion of narrative point of view, and it is addressed by the first four of the following five main topics. The second of these meanings of point of view is more thematic and ideological: how the narrator 'sees' various issues with which fiction may deal, the various questions, conflicts and anxieties in the</p>	<p>Student listens and visually represents ideas from the text.</p>

culture that are raised by the narrative. Considerations regarding this sense of the narrator's 'point of view' or 'perspective' or 'position' are addressed in the fifth main topic, "What is the narrator's orientation?"

There is a caveat (that is, a warning) I will introduce at the beginning: often readers assume that the narrator represents or speaks for the author, or that the narrator is the author. This is an area in which one must proceed with care. It often is difficult to say that the narrator does not speak for the author, but the narrator is not the author. The narrator is a device. Don't make the assumption that the narrator speaks for the author; make the case for it, if you have grounds to believe it to be true. Otherwise, refer to "the narrator," not to "the author."

Now that we have a broader understanding of the concept of narrative point of view, let's reread the first paragraph and attempt to dig deeper into the concept. As I read, consider how you might visually represent the ideas in the paragraph.

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Using your paper, take 3 minutes to visually represent these ideas. [Pause]

Now, keep your drawing with you and as I reread the second paragraph, consider how you might integrate these ideas into your drawing.

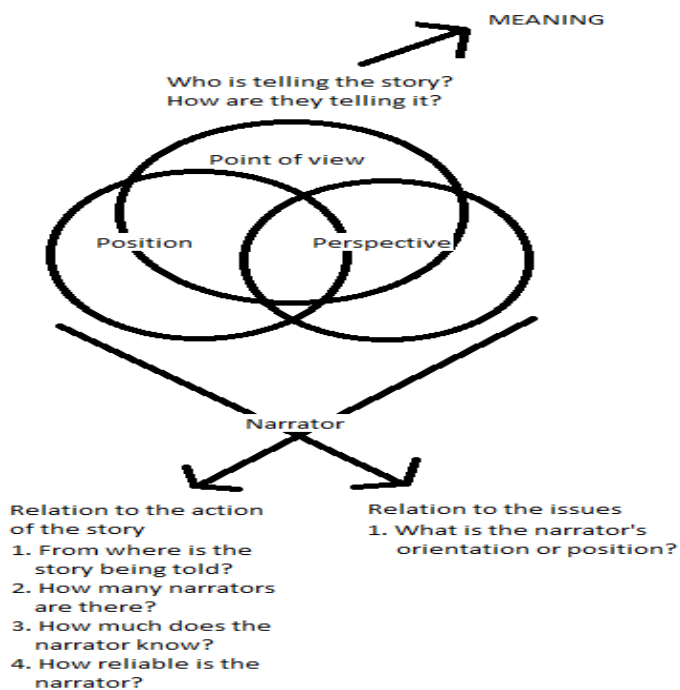
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of narrative point of view, and it is addressed by the first four of the following five main topics. The second of these meanings of point of view is more thematic and ideological: how the narrator 'sees' various issues with which fiction may deal, the various questions, and conflicts and anxieties in the culture that are raised by the narrative. Considerations regarding this sense of the narrator's 'point of view' or 'perspective' or 'position' are addressed in the fifth main topic, "What is the narrator's orientation?"

Take 3 more minutes to integrate these ideas into your drawing. [Pause]

Guided Practice

Now, let's take a look at a really complex representation of these paragraphs. This is not the "correct" representation but only one way of integrating complex concepts. Take 2 minutes to look over the image. *[Display image for students from Teacher Packet]*
[Pause]



Now that you have reflected on this graphic, what are some important elements that you noticed? [Pause]

Maybe one of the things you noticed was that the ultimate goal of each of these elements is to produce meaning in the

Student compares and contrasts his/her own visual representation with the image provided.

Student responds to prompts.

<p>text. Each of these elements only finds value if it contributes to the meaning of the text.</p> <p>What else did you notice? [Pause]</p> <p>Perhaps you noticed that position, point of view, and perspective are represented in overlapping circles, and therefore have areas where they are similar and where they are different. Although the text we read really focuses on point of view, it indicates that there are some important similarities and differences with position and perspective. All three concepts concern a way of relating to or telling an idea or story. But what are some ways they are different? [Pause]</p> <p>Let's talk about that a bit more. One of the things you may have noticed is the set of questions underneath the downward-pointing arrows. One set is labeled "relation to the action of the story," which comes from "perspective." The other set is labeled "relation to the issues," which comes from "position." Both position and perspective, however, are dependent on their relation to the narrator's point of view, the vantage point from which the story is being told. But it is important to note that perspective, or our outlook on something, can be different than the point of view from which we are conveying the story. Similarly, when we represent a position on a topic, it may differ from our own perspective. Therefore, the questions in this graphic are designed to help us think through <i>how</i> a story is being told and also <i>what</i> is being told within the story.</p> <p>This is a complex graphic and requires a lot of thought. The person who created it had a lot more time to create it than the few minutes you had to create yours. But to help deepen our own thinking, let's briefly compare and contrast this representation with what you drew on your paper. Take four minutes and respond to the following prompts.</p> <p>What ideas are represented in this image that are not represented in your own? Take some notes on your paper. What ideas are represented in this image that are not represented in your own? [Pause]</p> <p>What ideas are better represented in your own image than this one? Explain by writing on your paper. What ideas are better represented in your own image than this one? [Pause]</p>	
<p><u>Independent Practice</u></p>	<p>Student listens and responds to writing prompts.</p>

<p>As we have learned today, the narrator, or person/perspective from which a story is told, helps determine the meaning of the story. Different narrators have different perspectives and connections to the characters and events of the story, which impacts how they tell the story.</p> <p>Before we close this lesson, revisit your prompt at the beginning of the lesson regarding a time when you represented a perspective that differed from your own. Take a few minutes and imagine yourself as an author writing a story with an interesting narrator and a variety of characters.</p> <p>What challenges might you face in creating these points of view? <i>[Provide 2 minutes for students to write]</i></p> <p>How do you think this will affect you as a writer? <i>[Provide 2 minutes for students to write]</i></p> <p>How might it affect the reader? <i>[Provide 2 minutes for students to write]</i></p> <p>Finally, how do you think these ideas might help us to relate to each other as a society? <i>[Provide 2 minutes for students to write]</i></p>	
<p><u>Closing</u></p> <p>Well, ladies and gentlemen, I enjoyed learning about point of view with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series!</p> <p>Bye!</p>	