

Critical Concepts 6.6B Literary Lesson Plans

Skill Focus: CC 6.6B – Explaining how an author develops the point of view of the narrator or speaker in a text

Vocabulary Focus: Point of view, first person, third person limited, third person omniscient, evidence, explanation

February Lesson Objectives

- Students will be able to Identify the narrator’s or speaker’s point of view in a literary text.
- Students will be able to Determine whether the point of view is first person, third person limited, or third person omniscient.
- Students will be able to Cite evidence from the text that supports the development of the narrator’s or speaker’s point of view.
- Students will be able to Explain how that evidence helps shape the overall narrative experience for the reader.
- Students will be able to Use academic vocabulary related to point of view in writing and discussion.

Texts:

- *A Good Sport* (excerpt) by Ella Wheeler Wilcox
- *The Life and Adventures of Robinson Crusoe* (excerpt) by Daniel Defoe
- *White Fang* (excerpt) by Jack London

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.6B 85-88 pages

Mini-Lesson (Before “I Do”) – Teaching Types of POV

Step 1: Display or distribute a reference chart showing the 3 types of point of view.

Step 2: Explain each one with a simple definition and example.

POV Type	Definition	Example
First Person	The narrator is a character in the story, uses “I” or “me”	<i>I couldn’t believe what I saw.</i>
Third Person Limited	The narrator is outside the story and knows the	<i>She walked quietly, not sure if anyone saw her.</i>

	thoughts/feelings of only one character	
Third Person Omniscient	The narrator knows the thoughts/feelings of multiple characters	<i>He laughed. She winced, already regretting her words.</i>

Step 3: Ask: Why might an author choose one POV over another?
Guide discussion briefly.

I Do (Teacher Model – 15 mins)

Text: *A Good Sport* by Ella Wheeler Wilcox

Steps:

1. Distribute the CC 6.6B graphic organizer.
2. Read aloud the excerpt:
“I made up my mind then and there that I would not let it ruin my day.”
3. Model filling out the organizer with think-alouds.

Think-Aloud Example:

“Hmm, the narrator says ‘*I made up my mind...*’ – this means it’s first person. That makes sense because we’re inside the narrator’s mind, hearing her internal thoughts. I’ll mark ‘first person’ in my organizer.

Now for evidence, I’ll use that same sentence. It tells me how she feels and what she decides.

How does this develop her point of view? It shows us she’s determined and optimistic. We understand the whole story through **her lens**, so we feel her struggle and her choice to stay positive.”

Teacher Model (Completed Organizer):

- **Narrator’s POV:** First Person
- **Evidence from Text:** “I made up my mind then and there that I would not let it ruin my day.”
- **Explanation:** This sentence gives direct insight into the narrator’s thoughts and attitude. It develops her POV as strong and self-determined, showing her response to challenge.

We Do (Guided Practice – 20 mins)

Text: *The Life and Adventures of Robinson Crusoe* by Daniel Defoe

Steps:

1. Read aloud the opening paragraph:
“I was born in the year 1632, in the city of York, of a good family...”
2. Ask guiding questions:
 - What is the point of view here?
 - What is a good sentence to use as evidence?
 - How does this sentence develop the narrator’s voice or perspective?

Think-Aloud Example:

“The narrator is clearly telling his own life story. He says ‘*I was born...*’ so that’s first person. This sentence shows us he’s being very factual, almost like writing a journal. What does that tell us about his POV? It’s personal, yes – but also reflective. He wants to help us understand his background. I’ll use this detail to fill in our class chart.”

Class Sample:

- **Narrator’s POV:** First Person
- **Evidence:** “I was born in the year 1632, in the city of York...”
- **Explanation:** The narrator begins with personal background, developing a reflective and autobiographical voice. This gives readers a close, personal view of his experiences.

You Do with Partner (Collaborative Practice – 25–30 mins)

Text: *White Fang* by Jack London

Steps:

1. In pairs, students read a selected passage from the beginning (third person narration).
2. Each pair completes the CC 6.6B graphic organizer.
3. Circulate to prompt:
 - “What words in the passage show us how the narrator understands White Fang’s thoughts?”
 - “How much does the narrator know? Is it limited to White Fang?”

Possible Partner Response:

- **Narrator’s POV:** Third Person Limited
- **Evidence:** “The cub’s eyes were closed, but he could feel the movement of his mother’s breathing.”

- **Explanation:** The narrator shares only what the cub experiences, showing his limited understanding of the world. This POV lets readers connect closely with White Fang's perspective.

You Do Independently (Classwork or Homework)

Text Options: Revisit *A Good Sport*, *Robinson Crusoe*, *White Fang*, or apply to *The Watsons Go to Birmingham*

Task: Choose a passage and complete the CC 6.6B graphic organizer independently.

Sample Student Task:

- Choose a scene with clear point of view development.
- Identify narrator's POV.
- Find a sentence that shows how it is revealed.
- Explain how that sentence develops the speaker's/narrator's voice.