

Critical Concepts7.6B Literary Lesson Plans

Skill Focus: CC.7.6B – Analyzing how an author develops and contrasts the points of view of different characters or narrators in a text.

Vocabulary Word Bank: compare, contrast, narrator, point of view informational, point of view literary

February Lesson Objectives

- **SWBAT** identify the point of view of characters or narrators in a literary text.
- **SWBAT** cite words or phrases that develop point of view.
- **SWBAT** analyze how an author contrasts the point of view of characters or narrators.
- **SWBAT** use academic vocabulary (compare, contrast, narrator, point of view, literary) in discussion and writing.

Fiction Texts Suggestions for February (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- *The Little Frenchman and His Water Lots* – George Pope Morris
- *Little Billee* – William Makepeace Thackeray
- *The Time Machine* (excerpt) – H. G. Wells
- *The Railway Children* (excerpt) – E. Nesbitt

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.65B-1 or 2, depending on the text (pages 121-128 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: *The Little Frenchman and His Water Lots* – George Pope Morris

Steps:

1. Distribute CC.7.6B organizer & display it.
2. Read aloud first section where the Frenchman purchases the land.
3. Teacher Think-Aloud: (model filling in the graphic organizer)
 - "First, I'll identify the two main characters. The Frenchman is very optimistic. He believes he's made a smart deal."
 - "I see phrases like 'he congratulated himself on his purchase.' That develops his POV of excitement and confidence."

- "The townspeople, however, have a very different POV. They see the land as worthless. I notice the line 'they laughed behind his back.' That shows their POV of mockery."
- 4. Continue to model as you read on and complete the graphic organizer with the class
 - "Now, I'll contrast these POVs. The author highlights the Frenchman's pride versus the townspeople's ridicule. This contrast creates humor in the story."

Sample Organizer (I Do):

- **Character 1:** The Frenchman → **POV:** Optimistic, proud of purchase → **Details:** "congratulated himself"
- **Character 2:** Townspeople → **POV:** Mocking, see land as worthless → **Details:** "laughed behind his back"
- **Bottom Box:** The author contrasts the Frenchman's pride with the townspeople's mockery to show irony and create humor.

We Do (Guided Practice – 20 mins)

Text: *Little Billee* – William Makepeace Thackeray

Steps & Think-Aloud:

1. Class reads the story together. Alternate between teacher led paragraph reading and teacher reading.
2. Teacher Think-Aloud (guiding students to answer the prompts of the organizer):
 - "Who are the characters? The sailors and Billee."
 - "Billee's POV is cheerful and carefree—he sings while in danger. I notice the line, 'he cheerily sang.'"
 - "The sailors' POV is fearful—they are scared of drowning. Words like 'they wept' and 'they prayed' show this."
 - "The author develops humor by contrasting Billee's happy-go-lucky nature with the sailors' despair."
3. Continue Reading and pausing for organizer fill ins, clarify any student point of confusions.
4. Take note of struggling students to pull for small group during "you do" independently time

Sample Class Organizer (We Do):

- **Character 1:** Billee → **POV:** Cheerful, carefree → **Details:** "cheerily sang"
- **Character 2:** Sailors → **POV:** Fearful, desperate → **Details:** "they wept," "they prayed"
- **Bottom Box:** The author contrasts Billee's lightheartedness with the sailors' despair to highlight irony and exaggeration.

You Do with Partner (Collaborative Practice – 30 mins)

Text: *The Time Machine* (excerpt) – H. G. Wells

Steps:

1. Partners read the section describing the Time Traveller vs. his guests.
2. Work together on organizer.
3. Teacher circulates and prompts:
 - "What is the Time Traveller's POV? What phrases reveal it?"
 - "How do the guests respond? How is their POV different?"

Sample Partner Response:

- **Character 1:** Time Traveller → **POV:** Confident, believes in his invention → **Details:** "I have scientific proof"
- **Character 2:** Guests → **POV:** Skeptical, doubtful → **Details:** "laughed incredulously"
- **Bottom Box:** The author contrasts the Time Traveller's confidence with the guests' skepticism to build tension and highlight scientific wonder vs. doubt.

You Do Independently

Text: *The Railway Children* (excerpt) – E. Nesbitt

Steps:

1. Students read excerpt individually.
2. Complete organizer independently.
3. Teacher scaffolding prompt (for struggling groups):
 - "Look at how the children describe events. How does the narrator present their POV?"

Sample Student Response (Independent):

- **Character 1:** Bobbie → **POV:** Hopeful, wants to help father → **Details:** "we must do something to clear his name"
- **Character 2:** Peter → **POV:** Practical, focuses on evidence → **Details:** "we need proof"
- **Character 3:** Phyllis → **POV:** Innocent, more emotional → **Details:** "it's so unfair"
- **Bottom Box:** The author contrasts Bobbie's hope, Peter's practicality, and Phyllis's innocence to show how siblings experience the same event differently.