

ELA: Grade 8, Lesson 1, Point of View

Lesson Objective: Student will understand how authors use narrator and point of view to influence readers' perspective and understanding.

Practice Focus: Today we will write using different points of view to impact meaning, and student will examine bias in media sources.

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

Teacher Materials:

- ELA, Grade 8, Lesson 1 Teacher Packet

Student Materials:

- Notebook Paper
- Pencil

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 first 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>Today we will be learning about 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• Paper <p>Ok, let's begin!</p> <p><u>Intro</u></p> <p>It's a dark, foggy night. Thunder can be heard in the distance. Suddenly lightning lights up the sky to show a castle sitting on the edge of a cliff. The castle has one lone light shining out into the gloom.</p> <p>How does the mind picture of the castle in the storm make you feel? [Pause]</p> <p>Yes! I'm sure a few words that came to mind are afraid, anxious, maybe even scared.</p> <p>Now, what if I told you that you are simply looking for a nice warm place to get out of the storm for the night?</p>	<p>Students listen to analyze the effect of point of view on the meaning of a text.</p>

<p>Wow! Scared would still come to mind. I'm sure that some of you even said something like relief. I mean it's at least a warm place to sleep, right?</p> <p>What if I told you that you've lived in the castle your entire life, and you've been gone for a month, and you're finally seeing your home again?</p> <p>Weird, huh? You're right, though. Words like relief and happiness definitely come to mind now, don't they? Maybe even a feeling of being relaxed, right? After all, you're finally home.</p> <p>What do you notice about how your perspective affects how you feel about the castle? [Pause]</p> <p>Yes! I'm sure that you thought, if I've never seen the castle before and then suddenly it shows up in a flash of lightning, I might be a little scared of it. However, if I've lived in the castle my whole life, I'm just happy to be home. It's all a matter of perspective, or as we sometimes call it, point of view. Authors use point of view when trying to influence their readers' perspective on things like setting, character, or perhaps even the whole plot. We're going to be discussing just that in our upcoming unit.</p> <p>Here is our goal for the unit. By the end of this unit, you will understand how authors use narrator and point of view to influence readers' perspective and understanding, write using different points of view to impact meaning, and examine bias in media sources. I know that sounds like a lot, but keep tuning in, and I promise that we'll get through everything.</p>	
<p><u>Teacher Model</u></p> <p>Let's start our conversation about point of view and perspective by analyzing and determining the artist's message in a painting.</p> <p>First, let's talk about the difference between perspective and point of view. Our perspective on something is based on our own background knowledge. For example, based on what we've read in other stories, lightning on a dark castle usually means something bad is going to happen, but if it is our home it doesn't matter if it's storming—it's going to seem like a good place to be.</p>	<p>Students view the painting <i>The Treachery of Images</i> interpretation to analyze the meaning.</p>

<p>Point of view, on the other hand, is the eyes through which we are seeing something. For example, if instead of ourselves seeing the castle and basing it on our background knowledge, what if we were seeing it through the eyes of a character that had a great time exploring old castles?</p> <p>Would that change how we feel about the castle? [Pause]</p> <p>I'm sure that you said yes. It's obvious that the character loves old castles. We are seeing the castle through the character's eyes, so we know that he or she must be feeling excited about the opportunity to explore another one – because we know a little about the character. The question is why.</p> <p>Now we are using the knowledge of the character's background and not our own. Suddenly the emotions that we feel are because of the character's emotions toward castles.</p> <p>Next, let's practice this idea by looking at and thinking deeply about a painting. [Show first image from teacher packet]</p> <p>This painting titled <i>The Treachery of Images</i> was painted in 1929 by a Belgian surrealist painter named Rene Magritte. Let's look at the title, <i>The Treachery of Images</i>. Treachery means a 'betrayal of trust' or 'deceptive action or nature.' The line at the bottom of the painting is written in French and translates to 'This is not a pipe.'</p> <p>Hmmmm, so now I'm going to think aloud for you to show you how I would think through analyzing the meaning of this painting.</p> <p>It sure looks like a pipe, but the title is <i>Treachery of Images</i>. I know that treachery basically means that I can't trust what I see. Man, that doesn't make sense. It looks like a pipe, but the message of the painting is that I can't trust my own eyesight. [Pause] Maybe the artist is trying to say even though it looks like it's a pipe, it's not? [Pause]</p>	
<p><u>Guided Practice</u></p> <p>Now, think about the painting and title's meaning like I just did. I'm going to ask you some questions and give you a minute to think about and jot down your answer. See if your thinking matches with mine. Remember, it doesn't need to match my thinking word for word.</p>	<p>Students will analyze the painting's meaning in the same manner that was modeled. Then students will jot down answers to the questions asked about that they see versus what is reality.</p>

What is this a painting of? [Pause]

Yup, I'm sure that you said a pipe. Maybe you were even more specific by describing its color or its bent stem.

Now I have a tricky question. Is this [point to picture] REALLY a pipe? [Pause]

Wait before you answer, though. I need you to consider just a couple of things. First, remember what the words on the painting say. Second, remember our little chat earlier about perspective. So, go ahead. Think about your answer and then jot it down along with a couple of lines discussing why you said it was or wasn't REALLY a pipe. [Pause]

All right, so I'm thinking there could be all kinds of answers. It really looks like a pipe, so yes, it's a pipe. I know what a pipe looks like. Shoot, I even know someone who smokes a pipe, so I've seen one up close. Yes, it's definitely a pipe.

You might have also said that there is no way this is REALLY a pipe. This is a painting of a pipe, but it's not a REAL pipe. In fact, the picture's meaning indicates I can't believe my eyes, so I honestly don't know what it is.

What if you've never seen a pipe? Perhaps your answer would be, I think it might be a pipe, but I have to look up a picture on the Internet before I can really answer the question.

Do you see how thinking about the way we see the painting or the perspective from which we see it can totally change the meaning? [Pause]

Now, final question. What is the author trying to say by painting a picture of a pipe and then saying "This is not a pipe?" [Pause]

Use the way that I modeled my thinking earlier to think about the question. REALLY stretch your thinking. How could this painting look like it's of a pipe, but not really be a pipe? Go ahead and take a few minutes to think about it and jot down some ideas. [Pause]

[Pause to let students think and write down ideas.]

<p>Now remember, your response does not have to be exactly what I say, but here are some of the things that I was thinking. When I think of a pipe, I think of something that you put tobacco in and then light it. The tobacco smells and you can see the smoke.</p> <p>Can I stuff this painting of a pipe with tobacco? No.</p> <p>Can I smell it when it is lit? Of course not; it's a painting.</p> <p>So, I SEE a pipe, but in reality, it's a painting of a pipe and not real.</p>	
<p><u>Independent Practice</u></p> <p>All right, I want to show you a quotation from the same artist. This time, I'm going to let you think about the quotation the same way that we just thought about the painting of the pipe not really being a pipe. [Show quotation from teacher packet] Magritte said, "The famous pipe. How people reproached me for it! And yet, could you stuff my pipe? No, it's just a representation, is it not? So, if I had written on my picture 'this is a pipe,' I'd have been lying!"</p> <p>For the rest of your time today, using what we've talked about, you will think about the following questions and write a short response to each. I will give you time to write the questions down as I read it aloud, and I will repeat each one.</p> <p>What does the artist mean when he says that he'd be lying if had written "this is a pipe" on his painting? [Pause]</p> <p>I will repeat it for you one more time. What does the artist mean when he says that he'd be lying if had written "this is a pipe" on his painting? [Pause]</p> <p>Next question. How do point of view and perspective shape our understanding of the world? [Pause]</p> <p>One more time. How do point of view and perspective shape our understanding of the world? [Pause]</p> <p>Here's a hint. Think about our conversation about the pipe painting.</p> <p>So try to answer the questions in a couple of sentences. I know that they're kind of deep, but that's why I'm asking you</p>	<p>Students will answer the questions independently.</p>

PBS Lesson Series

to write about them. Sometimes, when we write it helps us to think more deeply about a topic. Have fun!	
<u>Closing</u> Well, ladies and gentlemen, I enjoyed learning about point of view and perspective 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! Bye!	

