Point of View

Lesson Abstract

Summary: Students will use the book *A River Ran Wild*, by Lynne Cherry, to develop skills in reading and identifying characters and their point of view.

GLE: See Social studies and Communication Arts GLE on the Missouri Department of Elementary and Secondary Education (D.E.S.E.) Website: [http://www.dese.state.mo.us](http://www.dese.state.mo.us)

Subject Areas: Communication Arts and Social Studies

Show-Me Standards: Goals – 1.5, 1.9, 2.3, 3.1, 3.2, 3.5, 3.6, 4.3, 4.7

Strands – CA 1, 7; SS 5, 6; SC 4, 5, 8

Skills: Reasoning, evaluating, establishing criteria, analyzing

Duration: 1 class period (50 minutes)

Setting: Classroom

Key Vocabulary: Aesthetic, economic, ecological, environmental, egocentric, educational, cultural, agricultural, recreational, healthful, and political

Rationale:

- Critical reading and thinking are important skills in today’s society.

Student Relevance:

- Students can benefit from analyzing historical events.
- Students can benefit from identifying different points of view from which people speak and act.

Learning Objectives:

Upon completion, students will be able to . . .

- Identify different points of view.
- Identify points of view in actions taken in the book *A River Ran Wild*.
- Identify the people having points of view in *A River Ran Wild*.

Students Need to Know:
• How to identify characters.
• How to read critically.
• How to analyze readings
• How history is responsible for many actions in the present.
• Historical perspective of watershed management.
• Cultural variables affecting attitudes toward natural resources.

Teachers Need to Know:
• Points of view and their definitions (see handout in Governor’s Solution lesson).

Resources:


Materials Needed for Lesson:

*A River Ran Wild*
*Points of View* handout – copy provided in Governor’s Solution lesson
*Characters and Their Actions* handout
Pencils

Procedure:

• Review the *Points of View* handout with students
• Read *A River Ran Wild* aloud and let students pick out characters.
• Reread *A River Ran Wild* and let the students assign points of view to the characters.

Evaluation Strategies:

• Collect papers and check to see if correct points of view were assigned to the characters. Some could be controversial so use your judgment. This is not a finite science. Opinion plays a big part.

Extension Activities:

• Find articles from local papers and magazines. Use the same exercise to identify characters and points of view for these articles.
• Establish a collection of newspaper articles about water usage in your area or state and identify the points of view.
• Develop and conduct a survey to determine the points of view regarding a local stream.
• Construct a concept map and/or web site which makes a visual presentation of various points of view.
### Characters and Their Actions and the Attached Point of View from *A River Ran Wild*

**By Lynne Cherry**

<table>
<thead>
<tr>
<th>People</th>
<th>Actions</th>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native People</td>
<td>drank clear water</td>
<td>health</td>
</tr>
<tr>
<td></td>
<td>built dwellings</td>
<td>cultural</td>
</tr>
<tr>
<td></td>
<td>planted corn</td>
<td>agricultural</td>
</tr>
<tr>
<td></td>
<td>hunted</td>
<td>health</td>
</tr>
<tr>
<td></td>
<td>traveled on river</td>
<td>economic</td>
</tr>
<tr>
<td>Native People</td>
<td>maintained rhythm with river, land and forest</td>
<td>ecological</td>
</tr>
<tr>
<td>Trader</td>
<td>traveled, traded</td>
<td>economic</td>
</tr>
<tr>
<td>Settlers</td>
<td>trapped</td>
<td>economic</td>
</tr>
<tr>
<td>Settlers</td>
<td>operated sawmills</td>
<td>economic</td>
</tr>
<tr>
<td></td>
<td>cleared more forest</td>
<td>agricultural</td>
</tr>
<tr>
<td>Settlers</td>
<td>drove Indians from land</td>
<td>economic/cultural</td>
</tr>
<tr>
<td>Factories</td>
<td>produced chemicals/paper</td>
<td>economic/environmental</td>
</tr>
<tr>
<td>Citizens along river</td>
<td>pulp clogged river</td>
<td>aesthetic</td>
</tr>
<tr>
<td></td>
<td>bad smells</td>
<td>health/aesthetic</td>
</tr>
<tr>
<td></td>
<td>absence of birds, fish, and animals</td>
<td>ecological/health</td>
</tr>
<tr>
<td>Marion/Oweana</td>
<td>decided something must be done</td>
<td>environmental/political</td>
</tr>
<tr>
<td>Citizens</td>
<td>protested to politicians</td>
<td>political</td>
</tr>
<tr>
<td>Factories</td>
<td>stopped polluting</td>
<td>legal</td>
</tr>
<tr>
<td>Citizens</td>
<td>cleaned river/animals returned</td>
<td>environmental/aesthetic</td>
</tr>
</tbody>
</table>
## Reading - Analyzing Information: Point of View

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies opinions</strong></td>
<td>Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.</td>
<td>Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.</td>
<td>Student accurately locates at least 4 opinions in the article. Explanation is weak.</td>
<td>Student has difficulty locating opinions in an article.</td>
</tr>
<tr>
<td><strong>Identifies details</strong></td>
<td>Student recalls several details for each main point without referring to the article.</td>
<td>Student recalls several details for each main point, but needs to refer to the article occasionally.</td>
<td>Student is able to locate most of the details when looking at the article.</td>
<td>Student cannot locate details with accuracy.</td>
</tr>
<tr>
<td><strong>Identifies facts</strong></td>
<td>Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.</td>
<td>Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.</td>
<td>Student accurately locates 4 facts in the article. Explanation is weak.</td>
<td>Student has difficulty locating facts in an article.</td>
</tr>
<tr>
<td><strong>Identifies important information</strong></td>
<td>Student lists all the main points of the article without having the article in front of him/her.</td>
<td>The student lists all the main points, but uses the article for reference.</td>
<td>The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.</td>
<td>The student cannot identify important information with accuracy.</td>
</tr>
<tr>
<td><strong>Summarization</strong></td>
<td>Student uses only 1-3 sentences to describe clearly what the article is about.</td>
<td>Student uses several sentences to accurately describe what the article is about.</td>
<td>Student summarizes most of the article accurately, but has some slight misunderstanding.</td>
<td>Student has great difficulty summarizing the article.</td>
</tr>
</tbody>
</table>

Rubric Made Using: RubiStar (http://rubistar.4teachers.org)