Grade Level	**Content Area**	**Course Title** *(9-12 Only)*	**Unit Title**
7	Reading	N/A	How Can You Become Who You Want to Be? People Who Lend a Hand

Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**
1 week	Quarter 4 (March)	Students should be familiar with the following literary elements: setting, character, plot, conflict, tone, mood, and theme. Students should be familiar with the reading strategies of examining story details and supporting responses with evidence.

Unit Description

In this unit, students think about how they can become who they want to be. Students will learn about positive actions, exhibiting courage and confidence, and accepting the help of others in pursuit of their goals and make connections to their own experiences. Students will learn characters, character development, and comparing and contrasting characters' points of view.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Common Core Domain: Reading Standards for Literature (7.RL) • CC Cluster: Key Ideas and Details • CC Standard 7.RL.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery.*	Students will demonstrate mastery of objectives on the following assessment: • Understanding Character Quiz o An 7-question assessment that measures level of mastery for CC Standard 7.RL.6 • Please refer to "Appendix A" for a copy of the summative assessments and answer keys
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each.*	***Assessment Scoring:*** • The quiz consists of 2 sections worth a total of 15 points. The first section has 5 multiple-choice sections scored at one point each. The second section has two short essays worth 5 points that are scored by rubrics whose scoring requires meeting the standard in order to achieve overall mastery on the quiz. • Please refer to "Appendix A" for a copy of the summative assessments and answer keys ***Criteria for Mastery:*** • This assessment will be converted to a percentage score and assigned a grade based on the following scale: 14-15=A; 12-13=B; 10-11=C; 8-9=D; 7 and below=F • The minimum score for student mastery is 13 out of 15 (86%). Students who do not achieve mastery will receive additional instruction, then re-assessed to determine if the material has been mastered.
Materials/Resources Needed *(Include all items for the entire unit.)*	Overhead projector, Superman transparency, Cartoon transparency, "Cabeza de Nino" transparency, Story passage transparency, Fender-bender transparency, Compare-contrast chart, Literature Textbook, Listening Library Audio CD-ROM, paper and pencils.

Lesson Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Objective: To analyze how an author develops the point of view of a narrator in a text (7.RL.6) Anticipatory Set: • Journal Response: What activities might be difficult for someone joining a new and unfamiliar culture? • Discuss responses Input: • Distinguish what is meant by "point of view" as it relates to narrative voice and as it relates to an opinion or bias • Review types of point of view: first-person, limited, and omniscient third person • Explain that point of view can also be understood by analyzing a character's context (age, cultural background, family background, significant	Objective: To analyze how an author develops the point of view of characters in a text (7.RL.6) Anticipatory Set: • Journal Response: How does Ernesto feel when he starts school? What is his teacher like? Who are his friends? What does he learn? • Discuss responses Input: • Tell students that character points of view are also developed by how they respond to story events. • Point out than an internal response reveals a character's thoughts. • An external response consists of a character's actions and deeds.	Objective: To analyze how an author develops the point of view of characters in a text (7.RL.6) Anticipatory Set: • Display the painting Cabeza de Nino by Diego Rivera on the overhead. • Journal Response: Describe the expression on the boy's face. What things might he be feeling or thinking? • Discuss responses Input: • Explain that point of view can be conveyed through the following: word choice (diction), detail choice, strong imagery, and direct statements. Model: • Put a passage from the story on the overhead. • Point out examples of	Objective: To analyze and contrast the points of view of characters in a text (7.RL.6) Anticipatory Set: • Journal Response: Have students pretend to be Ernesto and write a letter to a friend or relative who lives in another country describing their experiences at school. • Discuss responses Input: • Review point of view as the character's perspective in the story • Explain how point of view affects the message of the story • Explain that different characters often have different points of view revealed by internal or external conflict.	Objective: To analyze and contrast the points of view of characters in a text (7.RL.6) Anticipatory Set: • Journal Response: How might Ernesto's feelings about Miss Ryan help him graduate for first grade "with honors"? • Discuss responses Input: • Introduce reading strategy of compare and contrast • Compare means to look for similarities • Contrast means to look for differences Model: • Put a "compare-contrast" chart on overhead. • Compare and contrast Superman with Batman by noting the similarities

experiences, level of education, and self-concept). Model: • Put graphic of Superman on the overhead. • Write a caption describing Superman from a 1st-person POV. • Write a caption describing Superman from a 3st-person POV. • Put notes in a chart about Superman's context (age, cultural background, family background, significant experiences, level of education, and self-concept). Check for Understanding: • For another superhero (Batman), have students write down notes in a chart about the superhero's context as modeled above. • Discuss how these factors affect the superhero's point of view.	Model: • Place a cartoon transparency that shows a character with a thought bubble in one frame and a character performing an action in the next frame. • Point out that the though bubble represents an internal response and the action represents an external response. Check for Understanding: • Write two examples on the board (one that expresses a thought and one that describes an action). • Ask for student input to label the thought "internal response" and the action "external response." Guided Practice: • Have students review the selection "from Barrio Boy" • Have students write	word choice (diction), detail choice, strong imagery, and direct statements. Check for Understanding: • Call on students to identify additional examples of word choice (diction), detail choice, strong imagery, and direct statements in the passage. Guided Practice: • Have students make a list of all the major characters in the narrative. • Students should then assign a numerical value to each character according to his or her perceived importance to the text (i.e., is this a central and important character, or a minor character?). • Taking the top 2 characters, have students write down examples of word choice	Model: • Put graphic on overhead showing a "fender bender" between a teenager and an elderly person. • Explain the teenager's possible point of view on the accident. • Explain the elderly person's possible point of view on the accident. Check for Understanding: • Ask students to imagine there were several spectators to the accident (a mother, another teen, a businessman, etc.). • Discuss the possible points of view these characters might have. Guided Practice: • Divide students into pairs. • Instruct them to make a list of beliefs, values, attitudes, and perspectives for Ernesto. • Instruct them to make a	and differences between them on the chart. • Ask for class input while completing the chart. Guided Practice: • Divide the class into two groups. • One group will discuss the question, "In what ways are the points of view of the characters of Ernesto and Miss Ryan similar?" • One group will discuss the question, "In what ways are the points of view of the characters of Ernesto and Miss Ryan different?" • Have each group present their conclusions. • Discuss the similarities and differences in the point of view of each character. Check for Understanding: • Understanding Point of View Quiz (see Appendix A for quiz/key)

Guided Practice: • Play an audio version of the selection "from Barrio Boy" • As they listen, have students write down notes about Ernesto's age, cultural background, family background, significant experiences, level of education, and self-concept. • After reading, have students share responses. Closure: Discuss the following: • What **can't** the details about a character's context tell us about a character? Independent Practice: • Have students create a character sketch (drawing) of Ernesto. • Remind students to support their sketches with text details.	down one example of internal response by Ernesto and one example of external response. • After reading, have students share responses. Closure: Discuss the following: • Which tells more about a character, what the character is thinking or what the character does? Independent Practice: • Assign students to write a paragraph that describes Ernesto's point of view about school. • Responses should be supported with details from the text.	(diction), detail choice, strong imagery, and direct statements that reveal their points of view. Closure: Discuss the following: • "What details show that Ernesto is new to the country and to American Culture?" Independent Practice: • Have students choose a scene from the story to use as a basis for a sketch. • Remind students to support their sketches with text details.	list of beliefs, values, attitudes, and perspectives for the character of Miss Ryan. • Discuss responses. Closure: Discuss the following: • What kind of person does each Ernesto want to become? Independent Practice: • Have students make a list of beliefs, values, attitudes, and perspectives for another character from "Barrio Boy."	Closure: Discuss the following: • How should people treat people who are new or unfamiliar? Independent Practice: • Have students write a short poem about moving to another country and trying to successfully assimilate.

Student Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
During this lesson, students will do the following activities to master Common Core Standard 7.RL.6: • Write in a journal to reflect on ideas related to the themes of upcoming reading. • Learn about the point of view as it relates to how the story is told and to opinion or bias. • Learn bout using character context to understand point of view. • Apply knowledge by writing down examples of character context that show character perspective. • Listen to a reading selection and follow along in their textbooks. • Take notes on examples of character context as they relate to developing character point of view. • Discuss character	During this lesson, students will do the following activities to master Common Core Standard 7.RL.6: • Write in a journal to make personal connections to the assigned reading. • Learn about the concept of internal and external response in character development through participation in direct instruction and modeling. • Apply knowledge by writing down examples of internal and external responses. • Apply knowledge by locating internal and external responses in the assigned reading. • Take notes on examples of internal and external responses. • Discuss internal and external responses as writing strategies.	During this lesson, students will do the following activities to master Common Core Standard 7.RL.6: • Write in a journal to reflect on the relationship between storytelling and visual/experiential thinking. • Learn about the development of point of view through word choice (diction), detail choice, strong imagery, and direct statements. • Identify examples of word choice (diction), detail choice, strong imagery, and direct statements in the assigned reading. • Analyze the story to identify the key characters and their points of view. • Apply knowledge by writing down examples of the point of view	During this lesson, students will do the following activities to master Common Core Standard 7.RL.6: • Write in a journal to deepen connection to a story character in a simulated situation. • Review the concept of character perspective and contrasting points of view through internal and external conflict by participation in direct instruction and modeling. • Apply knowledge by generating ideas related to the concept of varied perspectives. • Take notes on story details that reveal character perspectives. • Discuss the motivations and attitudes underlying the points of view of characters. • Independently apply knowledge of character	During this lesson, students will do the following activities to master Common Core Standard 7.RL.6: • Write in a journal to reflect on details related to the themes of assigned reading. • Review and discuss the concept of comparing and contrasting character perspectives through participation in direct instruction and modeling. • Apply knowledge by writing down examples of similarities and difference in a compare-contrast chart. • Take notes comparing and contrasting the perspectives of two characters. • Take a quiz which assesses student understanding of Common Core State Standards presented in

context in the development of a character's point of view. • Visualize the main character of the story more effectively by reflecting on the character through drawing.	• Write reflectively about the main character's point of view to deepen understanding of character.	development techniques used to create characters' points of view: word choice (diction), detail choice, strong imagery, and direct statements.. • Discuss how details are used to build characterization. • Visualize the story more effectively by reflecting on a story scene through drawing.	perspectives by listing characterization details.	the unit. • Discuss ideas related to the theme of the assigned readings. • Write a poem that reinforces the theme of the assigned readings.

Appendix A

Appendix A includes a copy of the summative assessments and answer keys used to measure the standards and objectives presented in the lessons.

Understanding Point of View Quiz

The following quiz measures the student's ability to perform operations described in CC Standard 7.RL.6: "Analyze how an author develops and contrasts the points of view of different characters or narrators in a text."

Multiple Choice (1 pt. Each)

Analyze the following passage and answer the questions that follow: "The school was not so much a melting pot as a griddle where Miss Hopley and her helpers warmed knowledge into us and roasted racial hatreds out of us."

1) What is the narrator's point of view about what did his school did for its students?

a. It taught them cooking skills.
b. It taught them knowledge and cooperation.
c. It taught them to help Miss Hopley.
d. It didn't teach them anything.

2) "Not so much a melting pot as a griddle" is point of view developed through what?

a. strong imagery
b. external response
c. personal details
d. cultural background

3) What does the reference to "melting pot" emphasize about the narrator's point of view?

a. His desire to become a chef
b. The hot climate mentioned in the setting
c. His hot temper
d. His background as an immigrant

4) Which one is an example of contrasting points of view developed through conflict?

a. "Miss Hopley and her helpers"
b. "a melting pot"
c. "warmed knowledge into us"
d. "roasted racial hatreds out of us"

5) What point of view is suggested by "the school was not so much a melting pot as a griddle"?

a. Tolerance is a recipe for disaster.
b. Every student should be the same.
c. We must learn to respect differences.
d. Frying food is better than boiling.

Short Essays (5 pts each.)

6) Analyze and explain how the points of view of the narrator and Miss Ryan are developed in the following passage: "And when I least expected it, there she was, crouching by my desk, her blond radiant face level with mine, her voice patiently maneuvering me over the awful idiocies of the English language."

7) Analyze the following passage and explain the two contrasting points of view of the narrator and Miss Ryan represented in the passage: "When we came to know each other better, I tried interrupting to tell Miss Ryan how we said it in Spanish. It didn't work. She only said, "oh" and went on with *pasture*, *bow-wow-wow*, and *pretty*."

Understanding Point of View Quiz Answer Key:

Multiple Choice (1 pt. Each)

1. b 2. a 3. d 4. d 5. c

Short Essays (5 pts)

6. Scoring Rubric (scores standard content only to ensure standard mastery):

Standard	Falls Below (0 p.)	Approaches (2 p.)	Meets (5 p.)	Exceeds (5 p.)
CC7.RL.6: Analyze how an author **develops** the points of view of different characters or narrators in a text.	The essay does not address development of point of view in one or both characters and provides few details.	The essay addresses development of point of view in both characters but doesn't provide enough supporting details.	The essay addresses development of point of view in both characters and provides sufficient supporting details.	The essay addresses development of point of view in both characters with effective supporting details and precise and engaging diction.

7. Scoring Rubric (scores standard content only to ensure standard mastery):

Standard	Falls Below (0 p.)	Approaches (2 p.)	Meets (5 p.)	Exceeds (5 p.)
CC7.RL.6: Analyze how an author **contrasts** the points of view of different characters or narrators in a text.	The essay does not contrast the points of view of both characters and provides few details.	The essay contrasts the points of view of both characters but doesn't provide enough supporting details.	The essay contrasts the points of view of both characters and provides sufficient supporting details.	The essay contrasts the points of view of both characters with effective supporting details and precise and engaging diction.

Scoring

- The quiz consists of 2 sections worth a total of 15 points. The first section has 5 multiple-choice sections scored at one point each. The second section has two short essays worth 5 points that are scored by rubrics whose scoring requires meeting the standard in order to achieve overall mastery on the quiz.

Grading Scale:

- This assessment will be converted to a percentage score and assigned a grade based on the following scale: 14-15=A; 12-13=B; 10-11=C; 8-9=D; 7 and below=F

Criteria for Mastery:

- The minimum score for student mastery is 13 out of 15 (86%).
- Students who do not achieve mastery will receive additional instruction for the objectives measured, then re-assessed to determine if the material has been mastered.