

Grade Level: 4th

Narrative Background: Students will analyze multiple texts to determine if a text is credible through the exploration of various skills such as finding the point of view, the purpose of the text, comparing and contrasting , finding details and supporting evidence and presenting.

Compelling Question

How can we use the skills of POV, Purpose and credibility to determine if what we learned about Columbus is true?

Standards and Practices

New York State Social Studies Standards

4.3a: Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.

- **Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American people encountered these explorers.**
- **Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.**

4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.

Supporting Question 1

What's the POV and Purpose of the poems ?

Formative Tasks

After a lesson about point of view and purpose and analyzing two poems as a class students will analyze a historical poem and identify the point of view and the purpose of the poem by creating a

Sources

Mirror Mirror

	power-point to explain their answer.	
<p>Supporting Question 2</p> <p>How do we identify bias and avoid thinking errors when evaluating information?</p>	<p>Formative Tasks</p> <p>After reading the book Arthur’s TV trouble, students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another by correctly filling out the “Our Reliability Checklist”.</p>	<p>Sources</p> <ol style="list-style-type: none"> 1. Arthur’s TV Trouble by Marc Brown 2. The beast being nice https://www.youtube.com/watch?v=jZAYgGhvBEc 3. The beast being mean https://www.youtube.com/watch?v=tt2rBRu3lkg
<p>Supporting Question 3</p> <p>Was Columbus a Hero or Villain?</p>	<p>Formative Tasks</p> <p>After reading “The Encounter,” and “1492” students will fill out a Venn Diagram where they will compare and contrast the two works to ultimately determine if Columbus was a Hero or Villain.</p>	<p>Sources</p> <p>The Encounter: https://www.youtube.com/watch?v=NSRvWICwIKU</p> <p>The Columbus Poem: http://www.teachingheart.net/columbus.htm</p>
<p>Supporting Question 4</p> <p>How can we use SCIM-C to determine if a document is credible?</p>	<p>Formative Tasks</p> <p>After an introduction to SCIM-C, students will work in groups to create a SCIM-C model to determine if the given documents regarding</p>	<p>Sources</p> <p>Excerpt by Rosario A. Iaconis</p> <p>Excerpt by Bartolome de las Casas</p> <p>Excerpt from Columbus Diary</p>

	Christopher Columbus are credible or not.	Excerpt from Lies My American History Teacher Told Me by James Loewen
Supporting Question 5 How can we use the skills of POV, Purpose and credibility to determine if what we learned about Columbus is true?	Formative Tasks After watching a video about the history of Christopher Columbus, students will compare and contrast the point of view from which different stories are narrated by participating in a history mystery, correctly sorting at least 3 out of 5 articles a determining whether or not what we've learned about Columbus is true.	Sources Excerpts from SCIM-C Columbus video. https://www.youtube.com/watch?v=llmzIKE6L0E
Summative Performance Task: Following the lessons on Christopher Columbus, students will partake in an Act it Out strategy activity. The class will first be broken up into two groups. The first group will Act Out Christopher Columbus and his crew arriving to the New Land, showing how they will treat the Native Americans. The second group will Act Out the Native Americans, their first reactions to meeting Columbus, and share their feelings about Columbus as well.		
Extension: FLIP GRID Activity Students will create a flip grid video, they will share their opinion on whether they argue for the native Americans or the Europeans.		
Taking Informed Action: Students will write an editorial to the local newspaper bringing awareness to the life of the Native Indians before the Europeans came to America.		

Group Members:

Samantha Little-Benitez

Samuel Celeste

James Snell

Harkamal Dhillon

Lola Agboola

Lesson Plan

Student Samantha Little-Benitez

Course EDU 3460-03

Grade: 4th

Content Area: Comparing and Contrasting media sources

Professor Sheehan

Date: December 4, 2019

Topic: Media Literacy

Objective: After reading the book Arthur's TV trouble, students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another by correctly filling out the "Our Reliability Checklist".

ELA Standard: New York State Next Generation English Language Arts Learning Standard Reading Standards (Literary and Informational Text)

Key Ideas and Details

RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

Indicator: This will be evident when the students analyze both youtube videos.

Social Studies Standards

Key ideas and details:

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Indicator: This will be evident when the students compare and contrast similar videos.

Inquiry Standards : Use information from the text to come up with an answer and use prior knowledge and experience to answer the question

Developmental Procedures

Motivation: 2 Lies and 1 Truth, a reversal of the game, Two Truths and a Lie. Teacher will select 2 volunteers to think of 2 lies & 1 truth about themselves to share with the class. The class votes for the statement they think is the truth. a. Once the votes are tallied, reveal results and compare with the correct answer. b. Have students discuss why they voted the way they did. (What swayed them? Physical appearance? Culture? Speech? Age?)

Teacher writes the 2 lies & a truth about each. Share with the class.

(Why they voted the way they did? What swayed them? Physical appearance? Culture? Speech? Age?)

1. The teacher will show the class the prologue from Beauty and the Beast using the youtube link and then discuss the information provided about him.

(How does the information helps us learn more about his character?)

2. The teacher will then show the story of the Beauty and the Beast as told from Belle's perspective.

(How would the story be different if it was told by the Beast?)

3. Using the information from the videos in class, students will be grouped in 4's they will work on storyboarding the traditional tale into a story from the Beast's perspective, re-creating the story on a large post it. Teacher will display each groups storyboard.

(How would the story be different from Beast's eyes, feelings? What does he see? What does he do? How does he feel? How is the story different from the traditional one?)

4. When students finish their storyboards, have students think about the following question, using their meta-cognitive skills:

(Does writing about a story after seeing the movie or DVD give you new ideas about what you saw?)

5. Teacher will transition in a discussion on reliability and credibility. Teacher will explain that not all information is created equal and that a credible source is unbiased and backed up with evidence facts.

6. After reading the book Arthur's TV trouble, students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another by correctly filling out the "Our Reliability Checklist".

7. Closure: Students will stand in a circle and a ball will be passed around, the student holding the ball will share one thing they learned from the lesson.

Strategies:

Cooperative Learning:

Indicator: This will be evident when the students work together on the storyboarding activity.

Discussion:

Indicator: This will be evident when the students answer questions on credibility and reliability.

Direct Instruction:

Indicator: This will be evident when the students are given instructions on how to check reliability by using the checklist.

Assessment: Ask students to write a monologue from the Beast's perspective or from any of the other characters' perspectives, to share how the characters felt and what they thought. Students can then perform the monologue, in role as the character.

Independent Practice: Have students write about a school rule or family rule they have issues with. Now have them write about it from the parent or administrator's point of view.

References:

Brown M. (1999) *Arthur's TV Trouble*. Boston : Little, Brown & Company

Panda, H. (2017, July 25) *Beauty and the Beast Ballroom Dance*. Retrieved from <https://www.youtube.com/watch?v=jZAYgGhvBEc>

ThisGirlDiz. (2009, April 11) *Beauty and the Beast Learn to control your temper!*
Retrieved from <https://www.youtube.com/watch?v=tt2rBRu3lkq>

Name: _____

“ Our Reliability Checklist”

- Who wrote this source?
- What was the purpose of the author who wrote this source?
- What other sources does this source reference?
- Does this source say the same things as other sources?
- Does this source echo what I know from personal experience?

Lesson Plan

Student: James Snell

Course: EDU 3510-01

Grade: 4th

Content Area: Comparing and Contrasting sources

Professor Sheehan

Date: December 4, 2019

Topic: Media Literacy

Objective :After the teacher presents the story “The Encounter,” and “The 1492 Poem,” Students will use a Venn Diagram to compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events by which Christopher Columbus and the Native Americans had with each other to ultimately determine whether Christopher Columbus was a Hero or villain with scoring at least 2 out of 3 correct on the exit ticket.

#1 Social Studies Standard

Key concept Key idea

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Indicator : This will be evident when the students compare and contrast the two stories.

#2 ELA Standard: New York State Next Generation English Language Arts Learning Standard Reading Standards (Literacy and Informational Text)

Key Ideas and Details

CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Indicator: This will be evident when the students analyze both stories.

Inquiry Standards: Use information from the text to come up with answers and use prior knowledge and experiences to answers questions.

Developmental Procedures:

Motivation: Which came first? The teacher will show two images of the same person or object and students will have to discuss the differences in the images, and come up to the board and list their differences to ultimately determine which image is the new version and old version. (How can you tell the differences between these images? Can you notice any physical differences? Are there any objects in the image that may help you in making your decision? What is your point of view on these images?)

1. Following Which came first, the teacher will then present the story “The Encounter” to the class and during the reading if they want students can write down some of their thoughts on the story. *(What is her point of view on Columbus? Do you think her people were happy? Do you think the Natives way of life is different than ours? Thoughts on Columbus being a Hero or Villain so far?)*
2. The teacher will then present the “ The 1492 Poem” to the class, during the reading if they want to , students can write down their thoughts on it as well. *(How do they view Columbus in this Poem? Does your view on Columbus change after reading this? Why do you think there is such a difference in point of view in these two readings?)*
3. After the two reading are completed students at their tables will complete a Venn Diagram to compare and contrast the two readings. *(What thoughts come to mind after seeing these two readings)*
4. When students have completed their Venn Diagrams, some will share their findings, and as a class using our meta-cognitive skills we will determine with this evidence if Christopher Columbus was a Hero or Villain. *(Does thinking about a person after gathering information from two points of views change your view on someone?)*
5. **Closure:**
Teacher will conclude the lesson passing out an Exit Ticket and by breaking down the day with the class with a headline. *(After learning more about Christopher Columbus, How do we feel about today's class?)*

Strategies:

Cooperative Learning:

Indicator: This will be evident when students work together at their tables to fill in the Venn Diagram.

Discussion:

Indicator: This will be evident when the students do the Which Came First Activity.

Direct Instruction:

Indicator: This will be evident when the students are given instructions on the Venn Diagram.

Assessment: Students can act out how they would feel if Columbus came to their land and took everything from them.

Independent Practice: Students will choose from either “The Encounter,” or “The 1492 Poem” and will have to write a short response about what it means to them.

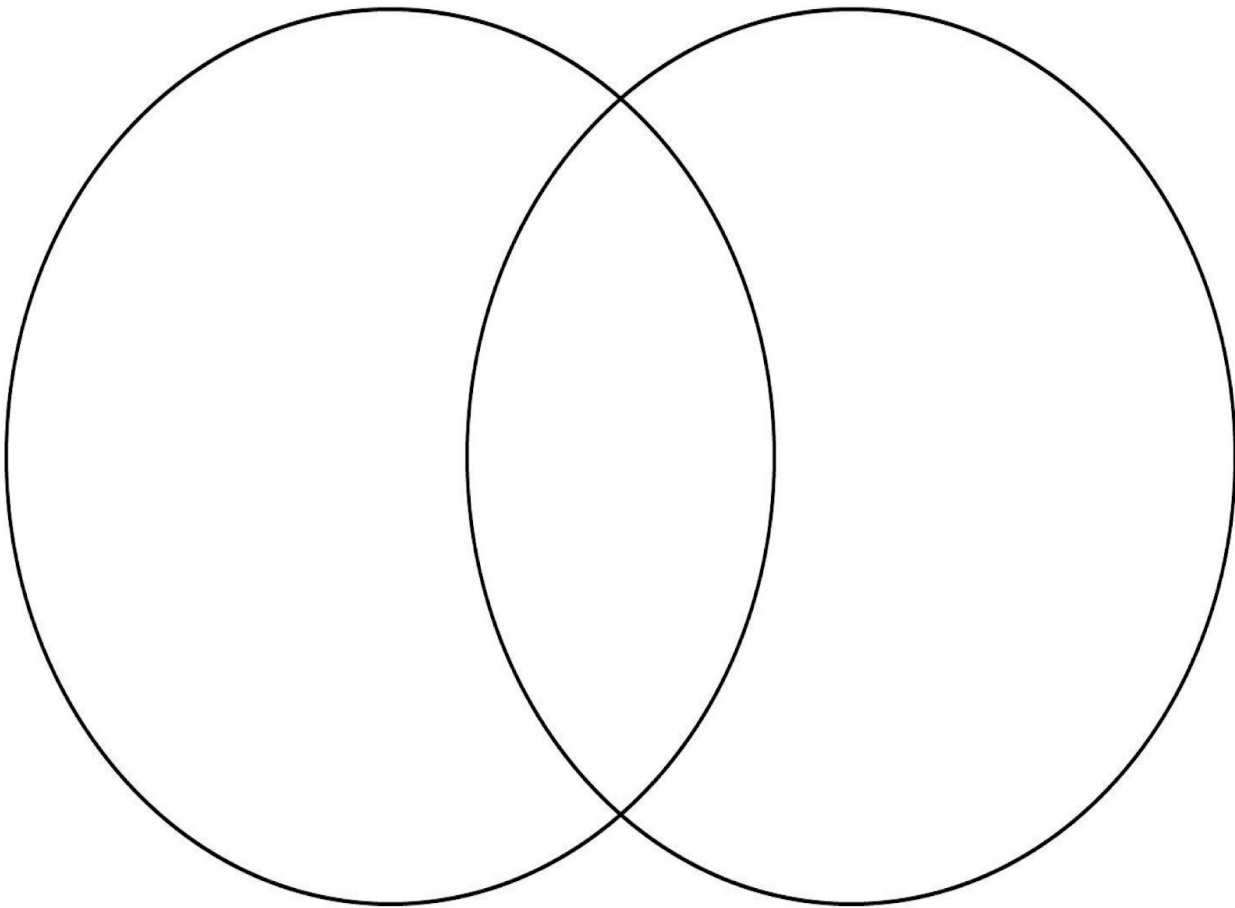
References:

1. The Encounter: <https://www.youtube.com/watch?v=NSRvWICwIKU>
2. The 1492 Poem: <http://www.teachingheart.net/columbus.htm>

VENN DIAGRAM

Name: _____

Date: _____



After looking over “The Encounter,” and “The 1492 Poem, as a group please fill out this Venn Diagram comparing and contrasting the two works. After finishing the Venn Diagram, on the lines below please write whether you believe Chirstopher Columbus is a Hero or Villain.

Exit Ticket

1. Who is Christopher Columbus?

2. Whose point of view was "The Encounter" on?

3. How were the Native Americans treated by Christopher Columbus?

Here is the complete 1492 poem:

IN 1492

In fourteen hundred ninety-two
Columbus sailed the ocean blue.

He had three ships and left from Spain;
He sailed through sunshine, wind and rain.

He sailed by night; he sailed by day;
He used the stars to find his way.

A compass also helped him know
How to find the way to go.

Ninety sailors were on board;
Some men worked while others snored.

Then the workers went to sleep;
And others watched the ocean deep.

Day after day they looked for land;
They dreamed of trees and rocks and sand.

October 12 their dream came true,
You never saw a happier crew!

"Indians! Indians!" Columbus cried;
His heart was filled with joyful pride.

But "India" the land was not;
It was the Bahamas, and it was hot.

The Arakawa natives were very nice;
They gave the sailors food and spice.

Columbus sailed on to find some gold
To bring back home, as he'd been told.

He made the trip again and again,
Trading gold to bring to Spain.

The first American? No, not quite.
But Columbus was brave, and he was bright.

Which Came First?



Lesson Plan #4

Student: Celeste Samuel

Course EDU 3510 01

Grade: 4 **Topic:** Early Settlers

Professor: Dr. Sheehan

Date: 12/4/19

Content Area: Social Studies

Instructional Objective

After an introduction to SCIM-C, students will work in groups to determine if the given documents about Christopher Columbus are credible or not by creating a poster using the SCIM-C model.

Standards and Indicators

New York State Social Studies Standard

4.3a: Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

- Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American people encountered these explorers.
- Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

Indicator: This will be evident when the students students will work in groups to determine if the given documents about Christopher Columbus are credible or not by creating a poster using the SCIM-C model.

4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.

Indicator: This will be evident when the students use details from the given documents about Christopher Columbus to determine whether or not they are credible, and organize the reasons and evidence logically using the SCIM- C model.

Developmental Procedures

Motivation:

1. Teacher will present a PowerPoint presentation on SCIM-C and how it can help us determine if the history we are learning is valid or not. *(Why do you believe we should think like historians would? Do you think this could help us in determining what is true and what isn't? What is a summary? Why do you think it is important to contextualize? What is a bias? What are we looking for when we contextualize? What can we get from a document without the author directly telling us? Since we are thinking like a historian, why do you believe it is important to look at what could be missing from the document? Do you think it is important to look at two different documents and see how they are similar and how they are different? How does corroborating help us determine if the history we are learning is valid or not?)*

2. Students will break up into assigned groups. Each group will be assigned a document. Students will use the SCIM-C model to analyze their document. Students will receive a SCIM-C Cheat Sheet. *(What is this document telling us about Christopher Columbus? Is it a primary or secondary source? What can you infer about this document? Why are you monitoring the document? Who wrote this source, does that give us any information? What was the document about? Was your document valid and accurate? How do you know? What was one thing you learned after analyzing the document using this method?)*
3. Students will be given graphic organizers that they will fill out while the groups are presenting. There are four boxes on the graphic organizer so each presentation will be recorded in a box and the students will write out the SCIM for each document. Students will present their SCIM- C models with their groups. *(Did working in groups make using the SCIM- C model easier than if you did it on your own? How does corroborating help us determine if what we learned is valid or not?)*
4. Students will work independently to answer the question at the bottom of the graphic organizer. Teacher will refocus the class and close the lesson with asking whether the documents were credible, how we know, and what are other things we would need to use the SCIM- C method or a similar method to determine something's credibility. *(How did SCIM-C help you determine if this document is valid or not? Do you believe this document is valid? Why or why not? Where else could we use the SCIM- C model? Why is it important to determine if a source is credible before we use it or believe it?)*

Assessment

Students will be given a graphic organizer to fill out when their peers are presenting. Each student will individually fill out the organizer for each group that presents and then answer the

short response question asking whether or not the sources are credible and if so which ones, and how they know.

Strategies

Cooperative Learning

Indicator: This will be evident when the students are working in groups to make a SCIM- C chart

Direct Instruction

Indicator: This will be evident when the teacher is introducing the SCIM- C model

Discussion

Indicator: This will be evident when the students are working in groups to determine whether or not the documents are credible.

Modeling

Indicator: This will be evident when the teacher shows the students how to create a SCIM-C chart.

Independent Practice

For homework, students will find an article on a current event and then create a SCIM-C chart to determine its credibility.

Reference

New York State K-8 Social Studies Framework. (n.d.). Retrieved from

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>.

Document #1

"As an Italian sailing for Spain, Columbus was caught in the crossfire among the Spanish crown, its conquistadors and the indigenous peoples. And his political and administrative skills may have fallen far short of his immense maritime abilities.

Yes, Columbus was a complicated icon. As Samuel Eliot Morrison noted, "He had his flaws and his defects, but they were largely the defects of the qualities that made him great — his indomitable will, his superb faith in God and in his own mission."

Columbus' epic feat sparked the bold treks of his fellow Italian navigators: Giovanni da Verrazzano, Giovanni (John) Caboto and Amerigo Vespucci.

Though he never set foot in the heartland of North America, Columbus has long been revered in the United States."

- Rosario A. Iaconis

Chairman of the Italian Institute of America

Adjunct professor in social sciences at Suffolk County Community College

Document # 2

A Catholic Priest Speaks on Columbus"

Columbus and the Indians

Endless testimonies prove the mild and pacific temperament of the natives.... But our work was to exasperate, ravage, kill, mangle and destroy...

And the Christians, with their horses and swords and pikes began to carry out massacres and strange cruelties against them. They attacked the towns and spared neither the children nor the aged nor pregnant women nor women in childbed, not only stabbing them and dismembering them but cutting them to pieces as if dealing with sheep in the slaughter house. They laid bets as to who, with one stroke of the sword, could split a man in two or could cut off his head or spill out his entrails with a single stroke of the pike. They took infants from their mothers' breasts, snatching them by the legs and pitching them head first against the crags or snatched them by the arms and threw them into the rivers, roaring with laughter and saying as the babies fell into the water, "Boil there, you offspring of the devil!" Other infants they put to the sword along with their mothers and anyone else who happened to be nearby. They made some low wide gallows on which the hanged victim's feet almost touched the ground, stringing up their victims in lots of thirteen, in memory of Our Redeemer and His twelve Apostles, then set burning wood at their feet and thus burned them alive. To others they attached straw or wrapped their whole bodies in straw and set them afire. With still others, all those they wanted to capture alive, they cut off their hands and hung them round the victim's neck, saying, "Go now, carry the message," meaning, Take the news to the Indians who have fled to the mountains.

Bartolome de las Casas,

Roman priest who accompanied Columbus on his conquest of Cuba, the abuse and murder of the native population:

Document #3

Columbus in his Own Words

They ... brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned... . They were well-built, with good bodies and handsome features.... They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane... . They would make fine servants.... With fifty men we could subjugate them all and make them do whatever we want.

Excerpt from Columbus Diary

Document #4

Historian James Loewen on Columbus

When Columbus and his men returned to Haiti in 1493, they demanded food, gold, spun cotton-whatever the Indians had that they wanted, including sex with their women. To ensure cooperation, Columbus used punishment by example. When an Indian committed even a minor offense, the Spanish cut off his ears or nose. Disfigured, the person was sent back to his village as living evidence of the brutality the Spaniards were capable of. After a while, the Indians had had enough. At first their resistance was mostly passive. They refused to plant food for the Spanish to take. They abandoned towns near the Spanish settlements. Finally, the Arawaks fought back. Their sticks and stones were no more effective against the armed and clothed Spanish, however, than the earthlings' rifles against the aliens' death rays in War of the Worlds.

James Loewen

Lies My American History Teacher Told Me

Penn State University Professor

Name _____

SCIM-C

Fill out this graphic organizer while your peers are presenting to help us determine if the documents are credible

Document 1

S-

C-

I-

M-

Document 2

S-

C-

I-

M-

Document 3

S-

C-

I-

M-

Document 4

S-

C-

I-

M-

Are any of these sources credible? Which ones? What makes them credible?

Lesson Plan 5

Student: Lola Agboola

Course: EDU 3460-03

Grade: 4th

Content Area: Comparing and Contrasting media sources

Professor: Dr. Sheehan

Date: December 4, 2019

Topic: Media Literacy

Objective: After watching a video about the history of Christopher Columbus, students will compare and contrast the point of view from which different stories are narrated by participating in a history mystery, correctly sorting at least 3 out of 5 articles and determining from the credible sources if what we've learned about Columbus is valid and true..

New York State Common Core Social Studies Standards

4.3a: Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

- Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American people encountered these explorers.
- Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

Indicator: This will be evident when the students read different perspectives of the encounters Columbus had with Native Americans.

New York State Next Generation English Language Arts Learning Standard

Reading Standards (Literary and Informational Text)

Key Ideas and Details

RL.4.6

In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

Indicator: This will be evident when the students read the different articles and sort them as credible or non credible.

NCSS C3 Inquiry Arc

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Indicator: This will be evident when the students read different perspectives of the encounters Columbus had with Native Americans and sort them as credible or not credible and use that to determine whether what we've learned about the early settlers is true.

Developmental Procedures

1. **MOTIVATION:** The students will watch a video about Christopher Columbus and discuss whether or not they think he was a good or bad guy. (*Who was Christopher Columbus? What did he do? Did he do anything that could be considered bad? Why do you think he did what he did?*)
2. The teacher will split the class up into groups and give each group a packet containing multiple articles from various perspectives about Christopher Columbus' encounters with Native Americans. (*How do you think the Native Americans felt about Columbus? How do you think Columbus felt about the Native Americans?*)
3. The students will sort the articles as either credible or non credible, summarizing the data from credible sources and determine whether what the video taught us about Columbus is true. (*What did you learn about Columbus? Did he treat the Native Americans well? Was what we learned from the video true? Which sources were credible? How did you know they were credible?*)
4. The teacher will lead a class discussion about the students' findings. (*Did anyone's opinion of Christopher Columbus change? Why did it change? Is Christopher Columbus a hero?*)
5. **Closure:** Students will debate whether or not we should still celebrate Columbus Day. (*Should we still celebrate Columbus Day? Should we still get the day off? How can we celebrate it more respectfully?*)

Assessment: Ask students to write a letter to the mayor of their town with suggestions of making sure Columbus Day is a day treated with respect. They must include three facts they learned about the relationship between Columbus and the Native Americans.

Independent Practice: Have students write about what it must've been like to work on Columbus' ship. They must include three facts they learned about the relationship between Columbus and the Native Americans.

References

New York State Department of Education. (2019). New York State Common Core Social Studies Standards. Retrieved from.

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

“Who Was Christopher Columbus | Facts about Christopher Columbus for Kids.” 1 Oct. 2019, www.youtube.com/watch?v=llmzIKE6L0E.

Lesson #1

Student: Harkamal Dhillon
Course EDU 3460-03
Grade: 4th
Content Area: Social Studies

Professor: Dr. Sheehan
Date: December 4, 2019
Topic: Point of view & Purpose

Objective :

After a lesson about point of view and purpose and analyzing two poems as a class students will analyze a historical poem and identify the point of view and the purpose of the poem by completing and accompanying worksheet for the poem..

#4.3a: Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

Indicator : This will be evident when students look at a historical poem and work with partners to point out the POV and the authors purpose.

CCSS.ELA-Literacy.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Inquiry Standards :

DIMENSION ONE IS ABOUT STUDENTS CREATING THEIR OWN QUESTIONS

Indicator : This will be evident when students ask themselves questions about the purpose of the text while reading “why was this written ? What's the message? To then locate the author’s purpose and the point of view of the text.

DIMENSION TWO IS ABOUT STUDENTS LOOKING THROUGH THE EYES OF THE DISCIPLINE

Indicator : This will be evident when students are connecting why locating the point of view and the authors purpose is important for a text and what that has to do with being an informed citizen of the world and why that in itself is important.

DIMENSION THREE IS ABOUT STUDENTS FINDING EVIDENCE TO SUPPORT THEIR POSITIONS

Indicator: This will be evident when students use details from the poems/texts to support their answers when locating the Point of View of a text as well as the author's purpose.

DIMENSION FOUR IS ABOUT STUDENTS PRESENTING THEIR FINDINGS

Indicator : This will be evident when students have a debate in the beginning of the class and present to the class their evidence from the text to support the side they have chosen to talk about the POV of the story.

Skills

Analyzing text

Finding details and evidence

Identifying the main idea and supporting details

Developmental Procedures

1. **Motivation** : Teacher will put up and read the poem In the Hood from the book ``Mirror Mirror and ask students what they notice about the poem and who they think is the narrator of the poem and then ask them to “go to one side of the room if they think it's the wolf telling the story or go to the other side of the room if they think it's little red riding hood telling the story”. Students will be asked to debate about who the narrator is using details from the story. [*What makes you think it's the wolf/Little Red Riding hood? What details from the poem can you use to support your argument ?*]
2. Students will then go back to their seats to view a powerpoint about point of view & text purpose, explain each in detail. Teacher will read another poem from the book Mirror Mirror (Cinderella's Double Life) and model how to determine POV and Author's purpose for that poem using details to support each answer. [*What was this poem about ? How do you think the view points change in the two adjacent poems? Why do you think it's important to look at a text from more than one view point ? What does looking at text in more than one way to help us as readers and citizens of this world? Do you think it's important to think about the “other” way of looking at things when reading and overall in life?]*
3. Students will then work independently to analyze and poem given to them in a packet and then determine the POV and the author's purpose using details to support their answers and then discuss their work and reasoning with their group. [*Remember to find specific details to support your answer and reasoning. Think about when you write why are some of the reasons you write papers and texts?]*
4. **Clousur** : To close the lesson the teacher will have students do a turn and talk to answer the question [*“why is it important to identify and determine what the POV of a text is as well as its purpose?”*] Teacher will then conclude with a class discussion explaining why the POV and purpose are important to locate in a text.

References

Robb, J. D., Blayney, M., Fox, E., McComas, M. K., & Ryan, R. C. (2013). *Mirror, mirror*. New York: Jove Books.

<http://www.nysed.gov/next-generation-learning-standard>