

Point of View

Lesson Abstract

Summary:	Students will use the book <i>A River Ran Wild</i> , 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
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:

Cherry, Lynne. *A River Ran Wild*. San Diego: Harcourt, Brace & Co., 1992

Hungerford, H. R. and R. A. Litherland, R. B. Peyton, J. M. Ramsey, T. L. Volk.
Investigating and Evaluation Environmental Issues and Actions: Skill Development Program. Champaign, IL: Stipes, 1996.

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

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

Suggested Scoring Guide:

Reading - Analyzing Information : Point of View

Teacher Name: _____

Student Name: _____

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

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