**Emily La Shorne Walz**

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| **Description**:  I teach middle school kids with special needs, many of whom are very concrete  thinkers and very opinionated on topics.  They often lack the skill of seeing things from others’ perspective and have a tendency to believe everything they hear.  This lesson would fit in with a  unit on non-fiction reading, preferably following learning the skill of discerning between fact and  opinion, and ideally tie into a social studies unit.  In this lesson they will compare and contrast the  point of view of two authors that have written children’s books about Christopher Columbus.    **Learning Objective**: Student will be able to identify the author’s point of view given two texts and  successfully complete a graphic organizer and question set.    **Warm-up/Hook**:   * 1. (We are changing to a uniform policy next year, which students are irate about)   2. *What is your opinion about students wearing uniforms next year?   Can you give evidence to  back up your opinion?*   3. Provide a hypothetical point of view from a parent’s perspective.   4. Are either of these groups wrong?  Emphasize that people have different ways of seeing  things based on who they are and their experiences.     **Mini-Lesson**:  Define the term “point of view”.  Discuss that every person has a different point of  view based on who they are and the life they’ve lived.  Authors often write using their point of view.   Introduce Graphic organizer that includes 2 columns: each with a space for the group/author’s name,  point of view, and bullets for evidence.  Complete one side based on warm-up uniform topic as  a class on the overhead.    **Shared Reading:** Introduce and read texts regarding Christopher Columbus:   * 1. “Follow the Dream: The Voyage of Christopher Columbus” by Peter Sis (I’m sure you can  establish perspective)   2. “Encounter” by Jane Yolen (a fantastic book from the perspective of a Taino Indian)   3. During the readings, encourage students to take notes on the author’s perspective and  evidence that may support it.     **Share-out**: Students compare and contrast the authors’ different perspectives and what leads  them to think that way.    **Link to real life**:  State that every historical event has more than one side to it, many times the more  prominent version is the one told by the people in power or with more money.  As you grow older, part  of being mature is seeing other people’s perspectives and seeing an event from more that one group’s  point of view.    **Assessment**:  Students are evaluated based on the successful completion of their graphic organizer,  which will be graded, and informally assessed based on teacher questioning and circulation. |  |