Whose Eyes Shape the Story?

Teacher		**Class**	Grade 7
Subject	ELA	**Topic**	Comparing points of view
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn how authors develop and contrast points of view. They underline clue words and write a short evidence-based contrast.

Curriculum links

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text [1]
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [1]

Learning objectives

- Students will identify word choices that reveal each character's point of view.
- Students will explain how the author develops and contrasts two views of same event.
- Students will cite text evidence to support analysis of each contrast.

Success criteria

- I can contrast two views of the same event with evidence.
- I can underline feeling words that show each point of view.
- I can explain in one sentence how the views contrast.

What students already know

Ask: What does point of view mean in a story? Take 3 quick answers and listen for thinks and feels about events.

Key words

point of view	what a person in the story thinks and feels about what happens [1]
narrator	the voice telling the story to the reader
contrast	showing how two things are not the same
evidence	words from the text that prove what you say [1]
tone	how the voice sounds in feeling, like upset or hopeful [3]

Materials

- Slides 1-7, 10, 12 and Video clip 1 (1:00–6:00)
- Printed copies of The Spilled Paint paragraphs 2-3 from worksheet page 1
- Worksheet Task C for contrast writing
- Highlighters in two colors for paired paragraphs about the same school event
- Pencils, paper and board markers

Before the lesson

- Print The Spilled Paint paragraphs 2-3 and Worksheet Task C, one per pair
- Test Slide 6 Video clip 1 (1:00–6:00) for sound and timing
- Set pairs, place highlighters in two colors on desks, have board ready for word bank

Lesson outline

0–5 min **Starter** 5 min · Whole class

Activate prior ideas about point of view and hook interest in contrasting views.

YOU DO

1. Show Slides 1-2 and read title and objectives aloud.
2. Show Slide 5 and say the hook about the group project mess.
3. Ask pairs to turn and talk for 1 minute on why the same ten minutes felt so different.
4. Take 3 answers and link them to point of view.

STUDENTS DO

1. Listen to hook and look at Slide 5 question.
2. Turn to partner and suggest one reason the views differ.
3. Share ideas with class.

Say: Think about yesterday's group project mess. One student thought it was funny, another thought it was totally unfair. How can the same ten minutes feel so different? Today we will figure out whose eyes shape the story.

Ask: Two students see the same cafeteria spill — one laughs, one helps. Why so different? (They have different points of view — what they think and feel about the event.) · What do we need to look for to prove a view? (Words and phrases that show feelings and thoughts, our evidence.)

Check understanding: Thumbs up if you can say what point of view means in your own words; if not, reteach with Slide 4 definition before moving on.

Support: Post sentence starter: They see it differently because one feels ___ and one feels ___. **Stretch:** Ask: What past experience might make one student laugh and the other help?

Use: Slides 1-2, 5

5–15 min **Teaching** 10 min · Whole class

Teach key terms and how authors use word choice, focus and tone to build contrast.

YOU DO

1. Show Slide 3 mindmap and explain what shapes a view: who speaks, what they know, how they feel, words they pick, what they leave out [3].
2. Show Slide 4 and teach point of view, narrator, contrast, evidence in student-friendly words.
3. Model with paragraph 1 of The Spilled Paint: same spill, two students will see it differently.
4. Think aloud how noticing shapes words and words show feelings, so reader can compare to see contrast [1].

STUDENTS DO

1. Follow Slides 3-4 and repeat key terms.
2. Copy clue types: word choice, focus, tone into notebooks.
3. Predict what each student might notice.

Say: Point of view is what a character thinks and feels about events. Authors show it through word choice, focus, and tone [3]. Harsh or kind words reveal attitude, and what a character notices shows what matters. We compare both sides to see the contrast.

Worked example: Paragraph 1 setup: A can of blue paint sat near the edge of a table. When a backpack strap caught the can, paint spread across one corner of the poster and dripped onto the floor. I do: Same event for both. I predict Student A may focus on damage and use upset words, Student B may focus on fixing and use hopeful words. That focus and word choice will let us contrast them [3].

Ask: What is point of view? (What a narrator or character thinks and feels about events.) · Name one clue an author uses to show contrast? (Word choice, focus, or tone — harsh or kind words, what they notice, how voice sounds.) · How does point of view change a description? (It controls what is included and what is left out [3].)

Check understanding: Cold-call definitions of point of view and contrast; if weak, point back to Slide 4 and choral repeat.

Support: Keep Slide 4 key words displayed and give word bank: unfair, hilarious, nervous, ruined, fix. **Stretch:** Ask: Why would an author place two opposite reactions together without choosing a side?

Use: Slides 3-4

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15–30 min **Watch and Model** 15 min · Whole class

Model how to track development and contrast of two views with textual evidence.

YOU DO

1. Play Video clip 1 (1:00–6:00) on Slide 6; students listen for what each narrator notices and words that show feelings.
2. Show Slide 7 chain and model with The Spilled Paint paragraphs 2 and 3 side by side.
3. Think aloud identifying words and phrases demonstrating each character's point of view [3].
4. Show how author places reactions together to develop contrast and shapes what each includes and leaves out [1][3].

STUDENTS DO

1. Watch clip and jot one feeling word per narrator.
2. Follow model and underline harsh vs kind words with teacher.
3. Turn to partner and say in one sentence how the views contrast.

Say: Listen for what each narrator notices and spot words that show feelings. Then we will think how the views clash. Past shapes what a character notices, noticing shapes words, and comparing words shows the contrast.

Worked example: Step 1 Student A view: 'Three days of work are ruined,' the student thought. 'Nobody will hang this stained mess in the hallway.' Clue words: ruined, stained mess, sighs, frustration — upset tone, focus on loss. Step 2 Student B view: 'It is just paint — we can fix the corner with a dark border,' the student said. 'It might even look cooler than before.' Clue words: fix, cooler, laughed, joking tone — hopeful tone, focus on solution. Step 3 Contrast: Author puts gloomy words like ruined against bright words like fix and cooler, and one includes only loss while the other includes only help, so point of view controls information in and out [1][3].

Ask: How does each character's point of view influence what is included and left out? (Student A includes damage and leaves out any fix; Student B includes fix and leaves out blame [3].) · What evidence best shows the contrast? (Ruined and stained mess versus fix and cooler, plus sighs versus laughed and joking tone.)

Check understanding: Show of fingers 1-3 for confidence finding clue words; if low, remodel one more line from paragraph 3 before main task.

Support: Provide hint cards with judgment words and reactions to help identify point of view. **Stretch:** Ask: What does each character pay attention to and ignore, and why does that matter for the reader?

Use: Slide 6, Video clip 1 (1:00–6:00), Slides 7

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30–50 min **Main Activity** 20 min · Pairs

Pairs identify clue words and write an evidence-based contrast of the two views.

YOU DO

1. Hand out paragraphs 2-3 and highlighters in two colors; assign one color per student view.
2. Direct pairs to underline words and phrases demonstrating each character's point of view [3], then discuss what each includes and leaves out [3].
3. Direct pairs to complete Worksheet Task C: write contrast with one quote for each view and explain the contrast [1].
4. Circulate, prompt with word bank and check quotes are exact.

STUDENTS DO

1. Read paragraphs 2 and 3, underline clue words in two colors.
2. Discuss with partner how each view influences the description.
3. Write three-sentence contrast with two quotes and one contrast sentence.

Say: In pairs, read the two paragraphs about the same spill. Underline words that reveal each view in your color. Talk through what each one includes and leaves out. Then write a three-sentence contrast and cite proof from the text.

Worked example: Model contrast: Student A sees the spill as a disaster because the text says 'Three days of work are ruined' and calls it a 'stained mess.' Student B sees the same spill as fixable because the text says 'It is just paint — we can fix the corner with a dark border' and 'It might even look cooler than before.' The author contrasts gloomy, blaming words with bright, helping words to show upset versus hopeful points of view [1].

Ask: Which words prove Student A feels upset? (Ruined, stained mess, felt sick, sighs, frustration, disaster.) · Which words prove Student B feels hopeful? (Laughed, fix, cooler, quick movements, joking tone, hope, chance to improve.)

Check understanding: Collect or spot-check two pairs' contrast sentences for two quotes plus contrast; if missing, show model again and add one quote together.

Support: Give a word bank of opinion and feeling words like unfair, hilarious, nervous, and on purpose to help spot point of view. **Stretch:** Ask students to explain what each character pays attention to and what each one ignores, and why that matters for the reader.

Use: Worksheet Task C

50–60 min **Plenary** 10 min · Whole class

Check success criteria and secure how authors develop contrast.

YOU DO

1. Invite two pairs to read contrasts aloud; class points to strongest evidence.
2. Show Slide 10 Spot the Clues and review word choice, focus, tone.
3. Run Slide 12 quick quiz orally and link back to objectives.
4. Preview homework and collect Task C.

STUDENTS DO

1. Present contrasts and listen for evidence.
2. Answer quiz questions and self-check success criteria.
3. Note homework.

Say: Great judges of point of view. Word choice shows attitude, focus shows what matters, tone shows feelings. Authors build contrast by placing those clues side by side. Now let's prove you can do it alone.

Ask: What is point of view? (What a narrator or character thinks and feels about events.) · How does an author develop contrast between two characters? (By letting each describe the same event with different words, focus, and tone, including some details and leaving out others [1][3].)

Check understanding: Exit ticket on paper; if many miss contrast clue, reteach Slide 10 tomorrow with new example.

Support: Allow sentence starter: This character sees the event as ___ because the text says ___. **Stretch:** Ask: How does this contrast help develop the central idea that view shapes what we tell?

Use: Slides 10, 12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking point of view only means first-person vs third-person narration.	Student labels I vs he/she but cannot say what character thinks or feels.	Reteach that in Grade 7 we contrast what characters think and feel about events [1]; ask: What words show attitude? Point to ruined vs fix [3].
Using only one quote or retelling plot instead of contrasting.	Contrast paragraph has one view or no quotes.	Require one quote per view and a contrast sentence: Model citing several pieces of textual evidence for explicit meaning and inferences [1].
Confusing same event with same point of view.	Student says both agree because they saw the same spill.	Highlight what each includes and leaves out to show point of view influences description [3]; compare sighs vs laughed.

Support

- Give a word bank of opinion and feeling words like unfair, hilarious, nervous, and on purpose to help spot point of view.
- Use two-color highlighting and sentence starters to link quote to inference.
- Post core attitudes upset vs hopeful for matching language to attitude.

Stretch

- Ask students to explain what each character pays attention to and what each one ignores, and why that matters for the reader.
- Have students predict what a third watcher would add or leave out and justify with tone words.
- Connect contrast to central idea development across the excerpt.

For the LSE or teaching assistant

Sit with target pairs in main activity; help find first clue word in each paragraph, scribe quote if needed, check contrast sentence has because and quote.

Check for understanding

Question	Answer
Student A calls the poster a stained mess. What point of view does that show?	Upset view that the spill is a disaster and work is ruined.
Give one quote that shows Student B has a hopeful point of view.	It is just paint — we can fix the corner with a dark border or It might even look cooler than before.
In one sentence, how does the author contrast the two views?	The author contrasts gloomy, blaming words with bright, helping words to show one includes loss while the other includes a fix.

Homework

Find two lines in your reading that show different feelings about the same event and explain the contrast in two sentences.

Sources

1. English Language Arts Standards » Reading: Literature » Grade 7 · thecorestandards.org · https://www.thecorestandards.org/ELA-Literacy/RL/7/
2. ELA Grade 7 - Chicago Public Schools · cps.edu · https://www.cps.edu/sites/skyline/curriculum/ela/grade-7/
3. COMPARING AND CONTRASTING SIMILAR TEXTS - University of Kansas · simvilledev.ku.edu · https://simvilledev.ku.edu/sites/default/files/Video%20Resources/KUCRL%20Handout.pdf
4. Analyzing and comparing authors' points of view | Guided practice · en.khanacademy.org · https://en.khanacademy.org/ela/5th-grade-reading-and-vocab/xb350e60168d6e96f:the-stories-we-tell-5/xb350e60168d6e96f:identifying-point-of-view/a/analyzing-point-of-view-5
5. Comparing two accounts of the same topic - Khan Academy · khanacademy.org · https://www.khanacademy.org/ela/5th-grade-reading-and-vocab/xb350e60168d6e96f:craft-and-structure-5/xb350e60168d6e96f:identifying-point-of-view/v/g5-comparing-two-accounts-of-the-same-topic

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