Name & Surname: _____ Class: _____ Date: _____

Whose View Is It?

Compare points of view with evidence

About 40 minutes Level ★★★☆☆

How Authors Show Viewpoint

A **perspective** is what a narrator or character thinks, feels, and knows about an event. The same event can look very different to different people.

- Authors develop a view through word choice, thoughts, and what a character notices or leaves out.
- Authors **contrast** views by placing two reactions to the same event side by side.
- Compare views by citing **evidence** — quote short phrases that reveal each view.

The Spilled Paint

1. After school on Tuesday, the art room was crowded. Two students had stayed late to finish a large poster for the school hallway. 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.
2. Student A stared at the damage and felt sick. 'Three days of work are ruined,' the student thought. 'Nobody will hang this stained mess in the hallway.' Every brush mark now looked wasted, and the loud sighs showed frustration. In this **upset** view, the spill was a disaster that proved carelessness always spoils hard work.
3. Student B laughed a little and grabbed paper towels. 'It is just paint — we can fix the corner with a dark border,' the student said. 'It might even look cooler than before.' The quick movements and joking tone showed hope. In this **hopeful** view, the same spill was a small problem and a chance to improve the poster together.
4. The author places these reactions together without choosing a side. One narrator sees only loss and blames the accident; the other sees a fix and offers help. Readers can compare the gloomy words like ruined and stained mess with the bright words like fix and cooler. The contrast shows how point of view shapes what each character notices and tells.

Key words

point of view: what a character or narrator thinks and feels

narrator: the person telling the story

develop: to build an idea with details

contrast: to show how two things differ

evidence: a quote that proves an idea

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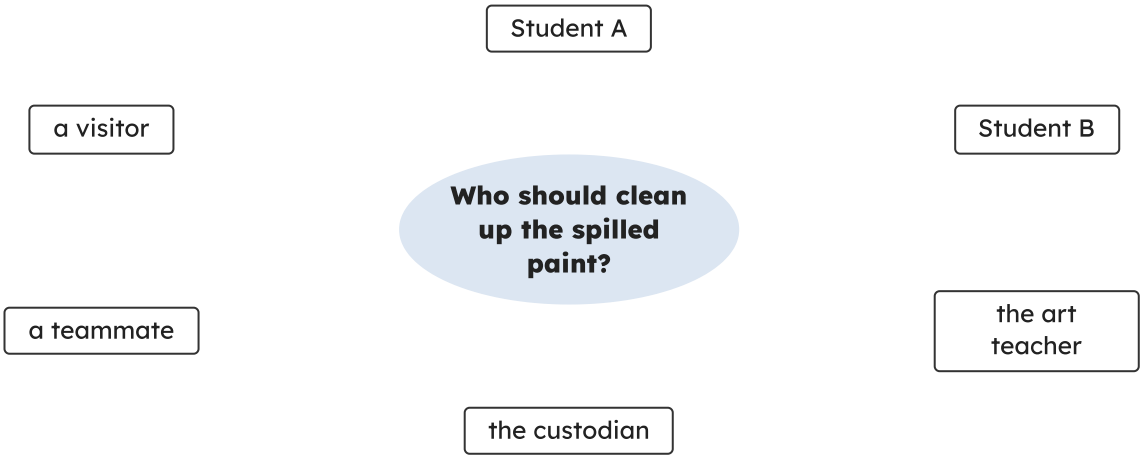
Whose View Is It?

TASK A

Read paragraphs 2 and 3 of The Spilled Paint. Choose one viewpoint and write 3-4 sentences as that person about the cleanup. Include one short quote from the passage.



I am thinking of... from the viewpoint of...

.....

I think... (describe the topic from your viewpoint)

.....

.....

.....

A question I have from this viewpoint is...

.....

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Spot the Strongest Clues

Pick the clues that best reveal point of view.

☆ TASK B

Name each card in the grid. Circle your top three clues that best show a character's thoughts and feelings. Ask two classmates for their top three and note the most popular.

a diary thought	a spoken complaint	a happy memory	 an unfair blame
a worried question	 a proud boast	a thank-you note	 a fearful prediction
a hopeful plan			

Which got the most votes in your group?

.....

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Write to Compare Views

Use evidence to explain a contrast in views.

The New Seating Plan

1. At the start of spring, the seventh-grade teacher announced a new seating plan. Students who had sat with close friends all year would now sit in mixed groups. The chart went up on Monday morning, and the whole class crowded around it. The same announcement sounded like good news to one narrator and bad news to another.
2. Student A groaned and folded the copy of the chart. 'I finally had a seat where I could focus, and now it is gone,' the student whispered. 'Nobody asked us, and my grades will drop.' The short, sharp sentences and words like groaned and gone show worry. In this **worried** view, the plan feels unfair and risky.
3. Student B smiled and studied the new names. 'At last I can work with different people and learn new ideas,' the student said. 'Our table will share jobs and finish faster.' The bright verbs like smiled and share show excitement. In this **excited** view, the same plan feels fair and full of promise.
4. The author develops the contrast by letting each student describe the same chart. One includes only loss of comfort; the other includes only chance to meet others. One excludes any benefit, while the other excludes any problem. Side by side, the two accounts prove that point of view controls what information gets in and what gets left out.

TASK C

Use paragraphs 2 and 3 to write an email that contrasts both views. Use one quote for each view and explain the contrast.

To: _____

Subject: _____

Dear Teacher,

Say why you are writing about the seating plan

Summarize Student A's view from paragraph 2 with one quote and Student B's view from paragraph 3 with one quote

Explain how the author contrasts them and state which view you agree with

Best wishes, _____

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Break Down the Story

Summarize a clash of views, then judge it.

TASK D

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Read the case study. Fill in the frame to show how the contrast grew and was solved.

During lunch, Student A saved a table for a group project while Student B went to get milk. When Student B returned, another class was sitting at the saved table. Student A wanted to argue to get the table back. Student B wanted to take a different **shared** table to avoid trouble. But they disagreed loudly, so milk spilled and other students stared. So a teacher helped them clean up and talk calmly about each view. Then they agreed to leave a note on their table next time and take turns fetching supplies.

S Somebody: who is it about?

W Wanted: what did they want?

B But: what was the problem?

S So: what did they do?

T Then: how did it end?

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Whose View Is It?

TASK E

Judge the author's contrast in the story above. Use four hats for each version.

Which version of the table problem feels fairer?

	Red hat: feelings	Yellow hat: good points	Black hat: bad points	Green hat: ideas to improve
Student A's version				
Student B's version				

How did I do?

Circle a face for each line.

I can identify words that show a character's point of view. ☹ 😐 ☺

I can explain how an author develops two different views. ☹ 😐 ☺

I can contrast two views with evidence from the text. ☹ 😐 ☺

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Answer sheet: Whose View Is It?

Task A

Answers will vary.

Task B

Answers will vary.

Task C

Answers will vary.

Task D

Somebody: Student A and Student B during lunch
Wanted: Student A wanted the saved table back; Student B wanted to share a different table
But: they disagreed loudly and spilled milk
So: a teacher helped them clean up and talk about each view
Then: they agreed to leave a note and take turns fetching supplies

Task E

Answers will vary.

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