

4 Point of View

Read It, Write It, Tell It Episode: "Harriet Beecher Stowe"

Lesson Overview

The purpose of the lessons in this unit is to help Ohio students in grades 3-7 learn the characteristics of the literary text POINT OF VIEW indicators that they must master for their respective Ohio achievement tests. Special care has been taken to dovetail the lessons with the indicators and the types of questions commonly asked on Ohio tests. The lessons are divided into two sections: Grades 3-4 and Grades 5-7.

Ohio Academic Content Indicators Ohio Academic Content Indicators

2001.EL.S05.GKG-03.L03.--- *No Indicator*

2001.EL.S05.G04-07.BD.L04.I04 Identify the speaker and recognize the difference between first- and third-person narration.

Ohio Achievement/Proficiency Tests Point of View Question Types

- Given a list of characters from a selection, chose the one who is telling the story.
- Read a sentence from a selection where the speaker is referenced by a pronoun. Who is the speaker?
- Who is the speaker for the entire selection?

Harriet Beecher Stowe

Episode Overview

This episode is about the famous 19th century author, Harriet Beecher Stowe, who lived in Ohio for 18 years before the Civil War. In the tall tale portion of the episode, Harriet's book *Uncle Tom's Cabin* grows arms and legs and comes to life when it is faced with being revised. Abraham Lincoln helps to capture and subdue the unruly book.

Fact:

- Harriet Beecher Stowe's (1811-1896) nickname was Hattie. She liked to read. She had a brother name Charles and it is quite likely she helped him when he was ill.
- There was unrest in Cincinnati while Stowe lived there.
- She moved to Maine after she lived in Ohio and she did lose an 18-month old son, Samuel Charles (Charley), to a cholera epidemic in Cincinnati in 1849. She probably did feel safer in Maine than in Cincinnati.
- She may have met Abraham Lincoln.
- Harriet wrote *Uncle Tom's Cabin*, a book that caused many Americans to think about slavery and stir a nation into action.
- Some Cincinnati citizens did help slaves who were escaping across the Ohio River.

Fiction:

- Fiction: Harriet had half a dozen children. Fact: She had seven children between 1836 and 1850: Twins: Eliza and Harriet, Henry, Frederick, Georgiana, Samuel Charles (Charley), and Charles Edward. The twins and Charles Edward survived her. Charley died of cholera at age 18 months, Henry drowned at age 16, Frederick was never heard from again after he went to California when he was 30, and Georgiana died at age 47 – probably due to the addiction she developed to morphine she was first given as a painkiller following childbirth.

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- Fiction: The storyteller says “Civil un-rest was in the streets of Cincinnati – even though war had not been declared yet.” Fact: Only a part of the unrest in Cincinnati was associated with the coming Civil War. The riots in Cincinnati during the years Stowe lived there (1832-1850) included: the Pro Slavery Riots of 1836, the Bank Riot of 1842 and the Jail Riot of 1848.
- Fiction: The storyteller says “At this time, an epidemic broke out. Cholera killed thousands of people, many of them were children. Hattie tried to keep all her children well, but the baby got sick. She took her family to Maine. There, she and her family felt safe.” Fact: She moved to Maine because her husband joined the faculty of Bowdoin College, his alma mater.
- Fiction: Harriet Beecher Stowe met Abraham Lincoln in Ohio before he became President of the United States. Fact: No one is 100% sure if Stowe ever met Lincoln. She did not meet him before he became President.

Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode “Harriet Beecher Stowe” may be unfamiliar to some students.

cholera	literature	sheer whimsy
civil unrest	notions	souls
epidemic	publisher	vivid
frustration	revision marks	whirlwind
injustice		

Before Viewing

1. Ask: What is a pronoun? *A pronoun is a word that takes the place of a noun.*
2. Say: Let’s make a list of pronouns that you use when you talk about yourself. *The list should include: I, me, mine*
3. Say: Let’s make a list of pronouns that I use when I give directions to the class. *The list should include: you, your.*
4. Say: Now let’s make a list of pronouns that you use when you talk about other people who are not in this room right now. *The list should include: she/he, him/her, his/hers.*
5. As we view this *Read It, Write It, Tell It* episode about Harriet Beecher Stowe (Hattie), listen for:
 - a. Details about Hattie’s life that are true and those that are not true.
 - b. Pronouns the storyteller uses when he speaks about Hattie.

After Viewing

Pre/Post Questions: If the students cannot easily answer the following questions, you may wish to use the Lessons (Section 4) and/or the Extensions (Section 5) about point of view.

1. Share something from the story you think really happened in history.
Answers will vary. Accept reasonable responses. Responses may include: Harriet Beecher Stowe's (1811-1896) nickname was Hattie. She liked to read. She had a brother name Charles and it is quite likely she helped him when he was ill. There was unrest in Cincinnati while Stowe lived there. She moved to Maine after she was married and she did lose a son, Samuel Charles - Charley, to a cholera epidemic in Cincinnati in 1849. She probably did feel safer in Maine than in Cincinnati. She may have met Abraham Lincoln. Harriet wrote Uncle Tom's Cabin, a book that caused many Americans to think about slavery and stir a nation into action. Some Cincinnati citizens did help slaves who were escaping across the Ohio River.
2. Share something from the story that you think could never have happened.
Answers will vary. Accept reasonable responses. Response may include: The book did not come to life and run away. President Lincoln did not help capture a runaway book.
3. What pronouns does the storyteller use when he tells about Harriet Beecher Stowe?
He uses the pronouns she and her when he tells us about Hattie.
4. What did the book say to Hattie and President Lincoln?
Nothing, the book does not talk.
5. From what Point of View (1st person or 3rd person) was the story told? Support your answer.
3rd Person. The storyteller, J. D. Williamson, is the narrator. He talks about the characters using their names and pronouns like she, her, and he. 1st person pronouns, such as I or my, are only found within quotation marks when the narrator quotes what a character said at one time.

4 Lessons

Personal Pronouns and Point of View

Materials:

- Student handout “Personal Pronouns and Point of View”

Procedure:

1. Check to see that your students know that pronouns are often used to take the place of nouns and make written/spoken language flow more smoothly. Share one or more sentences with and without pronouns. Example:
 - *I want to take my bike and ride it over to Jim’s house so that we can go exploring.*
 - *Mercy wants to take Mercy’s bike and ride Mercy’s bike over to Jim’s house so that Mercy and Jim can go exploring.*
2. Explain that we use some pronouns when we talk about ourselves, other pronouns when we give directions to others, and still other pronouns when we talk about others. *Examples: speaking about ourselves – I, me; giving directions – you, your; and speaking about others – he, her, they, them.*
3. Explain that these groups of pronouns have names:
 - a. 1st person is the name of the group of pronouns we use when we talk about ourselves. Example: I sharpened my pencil this morning.
 - b. 2nd person is the name of the group of pronouns we often use when we give directions to others. Example: Please, take out your pencils and lay them on your desk.
 - c. 3rd person is the name of the group of pronouns we use when we are talking about others. Example: She gave her pencil to Sam.
4. Give the handout “Personal Pronouns and Point of View” to the students.
5. Review the concept of 1st, 2nd, and 3rd person with the students.
6. Write one or more example sentences on the blackboard/overhead/computer so that the students can see the type(s) of sentences you want them to write.
7. Have the students complete the worksheet.

Recognize Changes in a Story’s Narrator

Materials:

- Student Handout “Who is the Narrator”
- *Read It, Write It, Tell It* episode “Harriet Beecher Stowe”
- A well-know short story. See #10 below for ideas and suggestions.

Procedure:

1. Check to see that your students can define the literary term narrator. *A narrator is the person or character who is telling readers/listeners/viewers the story. An author decides who the narrator will be in the stories s/he writes.*
2. Tell the students that in the *Read It, Write It, Tell It* episode “Harriet Beecher Stowe” the storyteller, J. D. Williamson, is the narrator. He is telling the story as an outsider looking into the thoughts, words, and actions of Hattie Stowe, Abraham Lincoln, and Hattie’s run away book.
3. Remind students to ignore quotations when they examine a selection to determine the selection’s narrator.
4. View the “Harriet Beecher Stowe” episode.
5. Ask: If you were Hattie’s book what would you say to Abraham Lincoln? *Answers will vary. Accept reasonable responses.*

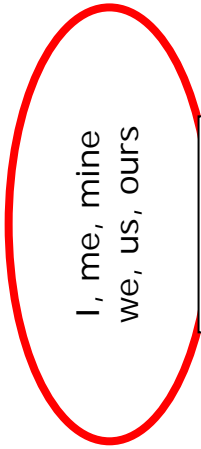
Point of View

6. Ask: If you were Abraham Lincoln what would you say to Hattie's book? *Answers will vary. Accept reasonable responses.*
7. Explain to the students that when they switch from one character telling the story to a different character telling the story, they are changing the story's point of view.
8. Give the students the "Who is the Narrator" handout and have them complete it. See the Teacher Handout "Who is the Narrator – Answer Key."
9. Choose a well known selection with which your students are familiar.
 - a. The Three Little Pigs
 - i. <http://www.gutenberg.org/etext/18155>
 - ii. Several versions: <http://www.pitt.edu/~dash/type0124.html>
 - iii. Annotated version: <http://www.surlalunefairytales.com/threepigs/index.html>
 - iv. <http://www.rickwalton.com/folktale/green10.htm>
 - v. <http://math-www.uni-paderborn.de/~odenbach/pigs/pigs.html>
 - b. The Three Bears
 - i. English Fairy Tales by Flora Annie Steel from Project Gutenberg. Download a version of Steel's work and then scroll to find The Three Bears: <http://www.gutenberg.org/etext/17034>
 - ii. <http://www.edsanderson.com/stories/3bears/3bears.htm>
 - iii. <http://www.ongoing-ales.com/SERIALS/oldtime/FAIRYTALES/goldilocks.html>
 - iv. http://www.childrensbooksonline.org/the_three_bears/index.htm
 - v. Late Version of the Three Bears: http://ourworld.compuserve.com/homepages/Creative_Resources/crpage15.htm
 - vi. Early Version of Three Bears: http://ourworld.compuserve.com/homepages/Creative_Resources/crpage14.htm
 - c. Little Red Riding Hood
 - i. The Project Gutenberg eBook, Children's Hour with Red Riding Hood and Other Stories, Edited by Watty Piper: <http://www.gutenberg.org/etext/11592>
 - ii. <http://www.pitt.edu/~dash/type0333.html>
 - iii. <http://www.fln.vcu.edu/grimm/redridinghood.html>
 - iv. Little Red Cap: <http://www.cs.cmu.edu/~spok/grimtmp/020.txt>
 - d. A current popular G-rated movie, cartoon, or popular television show.
10. Have the students identify the selection's current narrator.
11. Have the students retell (or rewrite) a portion of the selection from the point of view of someone other than the author's choice of main speaker.

Personal Pronouns and Point of View

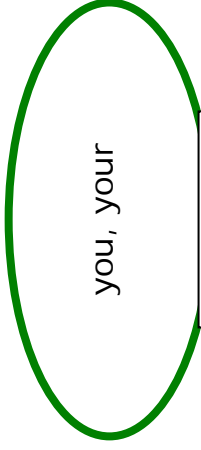
Name: _____ Date: _____

Study the personal pronouns in each oval below. Some are singular and some are plural.



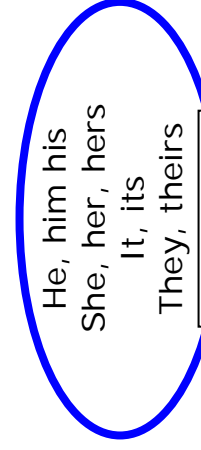
I, me, mine
we, us, ours

1st Person



you, your

2nd Person



He, him his
She, her, hers
It, its
They, theirs

3rd Person

Choose 2 words from each oval and use each in a sentence of its own.

1st Person

2nd Person




3rd Person

Who is the Narrator?

Name:

Date:

Directions: Think about the *Read It, Write It, Tell It* episode “Harriet Beecher Stowe.” The sentences below extend the story. Each sentence is written in 1st person. Each sentence is something that only one of the main characters from the episode might have said. Circle (or underline) the name of the character who was most likely to have spoken the sentence(s) in each row.




			Which character (Hattie Stowe, Abe Lincoln, or the Book) might have said:
Hattie Stowe	Abe Lincoln	The Book	1. I see that it has not learned a thing. It is bound to take off again if I turn my back on it.
Hattie Stowe	Abe Lincoln	The Book	2. I saw that the book hadn't learned its lesson and that it was bound to take off again if she turned her back on it for an instant.
Hattie Stowe	Abe Lincoln	The Book	3. I'm taking off like a rifle shot if she comes near me one more time with that pen!
Hattie Stowe	Abe Lincoln	The Book	4. I understand why Hattie was so particular about getting me to hold still for the changes she knew I needed. People will be reading me for a hundred years – or more!
Hattie Stowe	Abe Lincoln	The Book	5. If I can get people to read this little lady's book, maybe they'll understand why slavery is so bad.
Hattie Stowe	Abe Lincoln	The Book	6. General Scott, I want you to have enough copies printed by the publishing company so that all my soldiers can have a copy. And make sure they charge us a fair price.
Hattie Stowe	Abe Lincoln	The Book	7. I think I understand why it felt it had to run away. It must have felt that I was trying to change it into another being altogether. It just didn't understand how small the changes I needed to make were.
Hattie Stowe	Abe Lincoln	The Book	8. I still want to be me. I don't want anyone changing one period, comma, or quotation mark. And if anyone wants to change my words, that person better have good running shoes and better legs!

Who is the Narrator? Answer Key

Name:

Date:




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Hattie Stowe	Abe Lincoln	The Book	3. I'm taking off like a rifle shot if she comes near me one more time with that pen!
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Hattie Stowe	Abe Lincoln	The Book	5. If I can get people to read this little lady's book, maybe they'll understand why slavery is so bad.
Hattie Stowe	Abe Lincoln	The Book	6. General Scott, I want you to have enough copies printed by the publishing company so that all my soldiers can have a copy. And make sure they charge us a fair price.
Hattie Stowe	Abe Lincoln	The Book	7. I think I understand why it felt it had to run away. It must have felt that I was trying to change it into another being altogether. It just didn't understand how small the changes I needed to make were.
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Extension Activities

Point of View • Internet Resources

Ohio Instructional Management System

- <https://ims.ode.state.oh.us>. Use the IMS Quick Search:
- Chose  Lesson Plans, Content Area: English – Reading , Grade Level: as desired , Keyword: type Point of View. Click Search.



“Establishing a Point of View in Narratives - Grade Four”

- Establishing point of view is a new concept for fourth grade students. This lesson introduces and develops the concept and gives students the opportunity to both identify and to construct point of view in narratives. Additionally, students practice identifying and sequencing main events.

“What's My Point - Grade Six”

- This lesson develops student understanding of persuasion. Students move through the process of defining persuasion, identifying persuasive arguments and techniques in writing and evaluating their own use of accurate details. Students also define an author's point of view.

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx

- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
Search for resources that...contain  in the 

“Cross-cultural Dialogue,” Grades 7-10

- ORC Lesson# 1319
- Cross-cultural Dialogue uses two personal narratives, written by a beginning English teacher in an unfamiliar culture, to teach point of view. Students read two narratives, first from the teacher's point of view and then from what she imagines to be her students' point of view.

Other Online Resources

“Critical Literacy: Point of View,” Grades 6-8

- http://www.readwritethink.org/lessons/lesson_view.asp?id=23
- Many students read without questioning a text or analyzing the author's viewpoint. This lesson encourages sixth- through eighth-grade students to question what they are reading by providing them with the language and skills needed to analyze a text. Students learn to look at the author's purpose and viewpoint, and also recognize gaps in the text. Extension activities include debating a fairy tale using different character viewpoints.

“Teaching Point of View with *Two Bad Ants*,” Grades 3-5

- http://readwritethink.org/lessons/lesson_view.asp?id=789
- This lesson provides students with the opportunity to use illustrations and text to develop an understanding of the point of view of the characters. Students read the story *Two Bad Ants* by Chris Van Allsburg, work in pairs to analyze the illustrations and text, and compare and contrast points of view. Finally, they reread the story, applying their knowledge of point of view.

Point of View

“Teaching Voice with Anthony Browne’s *Voices in the Park*,” Grades 6-8

- http://www.readwritethink.org/lessons/lesson_view.asp?id=167
- The concept of voice is often difficult for middle school students to incorporate into their writing. This lesson, aimed at grades 6-8 but easily applicable to any level, provides a clear example of an author who created four specific voices. By reading and discussing the characters in Anthony Browne's picture book, *Voices in the Park*, students will gain a clear understanding of how to use voice in their own writing.

Matson, Nancy. “Point of View in Literature and Unreliable Narrators with *The Boy Trap*” Grades 3-5

- <http://www.nancymatson.com/BTLP1.HTM>
- This lesson serves to improve kids' reading and critical thinking skills by asking them to identify ways to determine someone's point of view without the characters expressing their views outright. It also introduces them to the idea of an unreliable narrator, and gives them a chance to develop critical thinking skills on the nature of prejudice.

“Seeing Integration from Different Viewpoints,” Grades 6-8

http://www.readwritethink.org/lessons/lesson_view.asp?id=816

- This lesson uses *The Story of Ruby Bridges* by Robert Coles, which describes the court-ordered desegregation of an all-white school in New Orleans, Louisiana in 1960, as a basis for a Directed Reading–Thinking Activity. A pre-reading strategy captures students' interest using a question and a during-reading strategy focuses their attention on key ideas. Finally, a post-reading group activity called *The Five Decision Lenses*, (adapted from *Six Thinking Hats* by Edward de Bono, Back Bay Books, 1999) uses colored glasses to encourage students to view court-ordered desegregation from different perspectives.

“Poems that Tell a Story: Narrative and Persona in the Poetry of Robert Frost,” Grades 6-8

http://edsitement.neh.gov/view_lesson_plan.asp?id=345

- Students explore such questions and mysteries in journal entries that build upon narrative hints in poems chosen from an online selection of Frost's most frequently anthologized and taught works. By analyzing what a speaker (or persona) in one of Frost's poems includes or omits from his narrative account, students make inferences about that speaker's motivations and character, find evidence for those inferences in the words of the poem, and apply their inferences about the speaker in a dramatic reading performed for other class members.

“The Eye of the Beholder: Point of View”

- <http://staff.fcps.net/tcarr/shortstory/plot1.htm#Eye>
- To examine how point of view affects the development of the short story, choose from the following activities.
 - Activity 1: Review the different types of point of view.
 - Activity 2: In this activity, users will take a given scenario and rewrite it showing different points of view.

“Thanksgiving: A Turkey's Point of View” by Laura Beeler, Grades 3-5

- <http://www.lessonplanspage.com/LAWritingThanksgivingTurkeysPointofViewStory35.htm>

“School Uniforms: Point of View Writing” Grade 7

- <http://www.learnnc.org/lessons/LindaBulluck982002894>

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“Local Historians” <http://www.storyarts.org/lessonplans/lessonideas/>

- Have students collect stories about their town from older people. Have students find out how the streets were named. Are there any interesting people or legends to which the street names refer? Are there any local places in town about which people tell stories? Any haunted houses? Have students find out when the town was founded and by whom? Visit a local historical society to see old photographs or artifacts.
- Have students create an original historical fiction: Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago. Include local issues of the time in the story. Tell the story of the town from the fictionalized point of view of a resident who actually lived.