

Lesson: Determining Point of View/Frame of Reference



MASTERY FOCUS (PL-2, PL-3, I-1, I-6)

Essential Understanding:

Events can be interpreted in multiple ways depending upon the frame of reference impacting one’s point of view.

Essential Question:

How does point of view impact our understanding of the world?
 How will it impact our study of the important events, people, and symbols of Texas history?

Standards: What will students know, understand, and be able to do?

TEKS

7.21 D Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

ELPS

ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.

Key Vocabulary: What key terms will my students need to understand? Point of View, Frame of Reference

Assessment Plan: How will I assess prior knowledge? How will I know my students mastered standards?

Students will independently analyze a written primary source and answer questions about the author’s point of view, author’s frame of reference, as well as an alternate interpretation of the source.



LESSON CYCLE (I-1, I-4, I-5, I-6, I-8)

How will I engage my students in learning? How will I lead my students to mastery?



1 Engage and Connect (10 min):

Do Now: (Point of View Exercise)

Teacher projects 4 images on the board and asks students: Which of these images best represents a true Texan?

Write your responses using the sentence stem below:
 A true Texan is a _____ because _____.

Hook: (Class Poll)

Teacher instructs all students to stand: Says: If you selected image 1 to represent Texans, sit down. Teacher notes the number of seated students, then asks all students to stand again. Teacher repeats the process for image 2, 3, and 4.

CHECKS FOR UNDERSTANDING (I-2)

Pair Share: Students share their responses with a shoulder partner and complete the following sentence stems:

I think a Texan is a _____. My partner thinks a Texan is a _____. We agree/disagree because _____.

Teacher asks: How can we have so many different perspectives of what it means to be a Texan? (informal all class discussion follows)

Teacher states the focus of the lesson: Today, we will learn about point of view/frame of reference and how they impact the way we make sense of our world.

2 Introduce New Learning (15 min):
(Rereading the Text)

- Teacher distributes “Social Studies Strategies: Bias, Frame of References, Point of View...” handout (found in the “Strategy Analyzing Sources” document) and the KIM worksheet to each student.
- Teacher instructs students to draw a box around the Point of View and Frame of Reference sections as these are the focus of today’s lesson.
- Next, the teacher reads the “point of view” paragraph aloud to the class focusing on the question: What is point of view and why is it important? Students read and underline any clues that help them to answer the question as teacher reads aloud.
- Teacher instructs students to take out their KIM worksheet and find the word “Point of View” under the K box, then gives students a definition to write in the “I” box, as well as a memory cue to draw in the M box. Students turn to a partner and share the definition and memory cue.

- Teacher repeats the reading process with the term “Frame of Reference” and provides students with information to write into their KIM worksheet.
- Teacher clarifies the connection between Point of View and Frame of Reference.
 1. Point of View is one’s opinion about an issue or interpretation of an event.
 2. Frame of Reference is what impacts your point of view, i.e. the personal or cultural experiences and beliefs that define one’s point of view.

3 Lead Guided and Independent Practice (15 min):

Guided Practice: (10 min)

- Teacher projects the political cartoon on school uniforms and models how to analyze a cartoon using the “think aloud” strategy and OPTICS .
1. What is the message that the author is trying to convey?
 2. What is the cartoonist’s point of view?
 3. What do you think caused the author to view this event in this way?
 4. How might a person who is not from the U.S. view this cartoon? Explain by discussing how this person’s frame of reference might impact his or her point of view.

Teacher circulates to ensure that students have met this expectation.

Think Pair Share: Teacher restates the question: What is point of view and why is it important? Students pair up with a partner and share their responses. The teacher calls for volunteers to share with the class.

Thumbs Up, Thumbs Down: Teacher states reads one statement at a time and asks students to explain their responses.

- Thumbs up, if you agree that...
- the author is in favor of

HISD LESSON PLANNING GUIDE

Independent Practice(10 min)

Teacher gives students a copy of the song “Texas, Our Texas” (found in the curriculum documents) and asks students to work independently to write their responses to the following questions:

1. What is the point of view of the songwriter? (How does the songwriter feel about Texas?)
2. What do you think might have caused the author to view Texas in this way?
3. How might a Native American view this song? Explain by discussing how this person’s frame of reference might impact his or her point of view.

4 Close the Lesson and Assess Mastery (5 min):

Big Question of the Day Discussion:

- How does point of view impact our understanding of the world?
- How will it impact our study of the important events, people, and symbols of Texas history?

Assessment: Take up and grade written responses from the Independent Practice activity

school uniforms

- the author is a teenager
- a person who is not from the U.S. would understand this cartoon

Teacher circulates to clarify any misunderstandings.

DIFFERENTIATION (I-3)

How will I scaffold and/or accelerate learning? For whom? How will I group my students?

SCAFFOLD:

ACCELERATE:

GROUP:

LOGISTICS (I-6, I-10)

What materials, resources, and technology will I need to prepare and arrange?

- Do Now Powerpoint Slides
- Strategy Analyzing Documents
- KIM Worksheet

