



Human Rights and Discrimination: Analyzing how a Narrator's Point of View Influences a Story

Resource ID#: 24588 Primary Type: Lesson Plan

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Students will begin to learn about discrimination by analyzing how a narrator's or speaker's point of view can influence the way events are described in a story. Students will create a KWL chart, Venn diagram, and Character web, and then write an essay, all while working collaboratively to explore this important cultural issue.

Subject(s): English Language Arts	Grade Level(s): 5
Intended Audience: Educators	
Instructional Time: 8 Hour(s)	
	Freely Available: Yes
Keywords: African-American history, biography, narrator, point of view, Martin Luther King, Harriet Tubman, Ruby Bridges, Michael Jordan, The Black Snowman, Phil Mendez	Instructional Component Type(s): Lesson Plan , Worksheet , Assessment , Instructional Technique , Formative Assessment
Instructional Design Framework(s): Direct Instruction , Writing to Learn , Cooperative Learning	
Resource Collection: CPALMS	

PEDAGOGY

Subject(s): English Language Arts
Grade Level(s): 5
Nature of Instructions: [Direct Instruction](#), [Writing to Learn](#), [Cooperative Learning](#)
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PUBLIC REMARKS

By Author/Submitter

The following texts, which are necessary for the delivery of this lesson, are not provided within this resource. They are listed below with their corresponding Lexile levels.

- Martin's Big Words: The Life of Dr. Martin Luther King, Jr., by Doreen Rappaport (410)
- The Black Snowman, by Phil Mendez (550)
- Wanted Dead Or Alive: The True Story Of Harriet Tubman, by Ann Mcgovern (540)
- The Story Of Ruby Bridges, by Robert Coles (730)
- Salt In His Shoes: Michael Jordan in Pursuit of a Dream, by Deloris Jordan (460)

SOURCE AND ACCESS INFORMATION

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Web Address of Author/Source: <http://www.uen.org/>
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Related Standards

Name	Description
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.6:	Describe how a narrator's or speaker's point of view influences how events are described.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
LAFS.5.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.