**Understanding point of view and how it affects a text**

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| Standard(s):  Lead Standard:  RL.5.6- Describe how a narrator’s or speaker’s point of view influence how events are described.  Connecting Standards:  RI.5.6- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  RI.5.9- Integrate information from several texts on the same topic in order to write or speak about a subject knowledgeably.  W.5.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.5.1- Write opinion pieces on topics or texts, supporting point of view with reasons and information. | Instructional Shift(s) and Explanation:  •Balancing Informational and Literary Text- students use both fiction and non-fiction texts  •Writing From Sources- Students use evidence from sources to determine point of view and draw evidence-based conclusions |
| Length of Lesson: | **EFL’s Targeted:** |
| Materials and Resources Needed:  A copy of The Three Little Pigs  Video of The True Story of the Three Little Pigs: <https://www.youtube.com/watch?v=m75aEhm-BYw>  Handout (see attached)  News articles for analysis: Found on nytimes.com Room for Debate, see attached | Low Intermediate Basic Education |

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| Objective | DOK Level(s) | Activity(ies) | Assessment(s)/Check(s) for Understanding |
| Describe how a narrator’s or speaker’s point of view influence how events are described. | 2 | Read The Three Little Pigs and watch The True Story of the Three Little Pigs. Compare the point of view with the way the story is told. | -Students complete hand out  -Class discussion |
| Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | 3 | Students complete Venn diagram for the stories about the pigs and the articles the students read. | Venn diagram |
| Integrate information from several texts on the same topic in order to write or speak about a subject knowledgeably. | 3 | Students read two articles with differing view points on the same topic. Students fill in a Venn diagram to help organize the information from the two texts. | Venn diagram and student response |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | 3 | Students reflect on the articles they have read, supporting their conclusions with evidence from the articles. | Student writing |

*\*Objectives should be tied directly to DOK Levels, an activity, and a form of assessment.*

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| Lesson Flow |
| Warm Up/Introduction:  Begin by passing out handout for students to fill in during teaching/modeling portion and group work. Explain that, as a class, we are going to explore point of view and how it affects a text.  First, ask students how they would define point of view. Work toward providing the below definition of point of view.  *Point of view is the vantage point from which a story or topic is presented.*  Ask students what questions they might ask to determine point of view. And provide the following if they aren’t mentioned in class discussion:  1. Who is the speaker/author/character?  2. What position does the speaker/author/character hold?  3. What emotion do you gather from the speaker/author/character? |
| Direct Instruction/Classroom Activities:  Modeling:  Review the story of The Three Little Pigs (This should tap into background knowledge assuming students are familiar with the story.) from the vantage point of the pigs. Fill in a Venn diagram using the questions above to describe the point of view of the pigs. Encourage students to take notes on their handout.  Watch the video of The True Story of the Three Little Pigs and do the same, filling in the Venn diagram.  Include any similarities between the stories in the middle of the Venn diagram.  Next, model how to fill out the following sentence for both the pigs’ and wolf’s vantage point, encouraging students to take notes on their handout.  The vantage point of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(speaker/author/character) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(underlying feeling/ belief) therefore the story or events are about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (main idea/purpose)  Pass out two non-fiction articles (see note in Assessments) to the class. Read through them out loud, encouraging students to fill in a second Venn diagram to track similarities and differences. Ask students to share what they recorded. Then, fill out the fill-in-the-blank sentences together, making sure students are able to identify the writer’s underlying belief and how that connects to the main idea/purpose. |
| Recommended Strategies:  Model, guided practice, group collaboration, independent response |
| Differentiation options:  Use articles provided or choose from a variety of articles from sites such as:  [www.allsides.com](http://www.allsides.com)  <http://www.kellygallagher.org/>  <http://www.nytimes.com/roomfordebate>  <http://theweek.com/> |
| Assessments:  Divide students into groups. This is an opportunity for differentiation based on reading levels. Hand out a different set of articles to each group. Instruct students to read the articles out loud within their group and complete the Venn diagram and vantage point sentences (same as modeled.) Groups will then present their topic and varying point of views to the class.  Explanation of articles: Each group should receive two texts on one topic. The two texts should clearly portray different vantage points. See attached word docs covering the following three topics: 1) Do parents care enough about school? 2) Is police militarization out of control, in response to recent events in Ferguson 3) Should minimum wage be higher? |
| Independent/Distance/Homework Options:  At the end of the handout, students will be asked to write about their given topic, presenting both vantage points and concluding with their own opinion/belief based upon their reading and analysis. |

A $15 Minimum Wage Can Help Overcome the New Low-Wage Economy

[*Robert Reich*](http://robertreich.org/)*, the secretary of labor in the Clinton administration, is* [*Chancellor's professor*](http://gspp.berkeley.edu/academics/faculty/reich.html) *of public policy at the University of California, Berkeley and the co-creator of the film* [*"Inequality for All."*](http://inequalityforall.com/)

UPDATED JUNE 5, 2014, 1:12 PM

By raising its minimum wage to $15, Seattle is leading a long-overdue movement toward a living wage. Most minimum wage workers [aren't teenagers these days](http://www.epi.org/publication/wage-workers-older-88-percent-workers-benefit/). They're major breadwinners who need a higher minimum wage in order to keep their families out of poverty.

*When workers have more, they can spend more and need less assistance. Employers will adjust, and studies show little effect on employment.*

Across America, the ranks of the working poor are growing. While low-paying industries such as retail and food preparation accounted for 22 percent of the jobs lost in the Great Recession, they’ve generated 44 percent of the jobs added since then, according to a recent [report](http://www.nelp.org/page/-/Press%2520Releases/2014/PR-Jobs-Report-April-2014.pdf?nocdn=1) from the National Employment Law Project. Last February, the Congressional Budget Office [estimated](http://www.cbo.gov/publication/44995) that raising the national minimum wage from $7.25 to $10.10 would lift 900,000 people out of poverty.

Seattle [estimates](http://seattletimes.com/html/businesstechnology/2023218294_minimumwageseattlexml.html) almost a fourth of its workers now earn below $15 an hour. That translates into about $31,000 a year for a full-time worker. In a high-cost city like Seattle, that’s barely enough to support a family.

The gains from a higher minimum wage extend beyond those who receive it. More money in the pockets of low-wage workers means more sales, especially in the locales they live in – which in turn creates faster growth and more jobs. A major reason the current economic recovery is anemic is that so many Americans lack the purchasing power to get the economy moving again.

With a higher minimum wage, moreover, we’d all end up paying less for Medicaid, food stamps and other assistance the working poor now need in order to have a minimally decent standard of living.

Some worry about job losses accompanying a higher minimum wage. I wouldn’t advise any place to raise its minimum wage immediately from the current federal minimum of $7.25 an hour to $15. That would be too big a leap all at once. Employers – especially small ones – need time to adapt.

But this isn’t what Seattle is doing. It’s raising its minimum from $9.32 (Washington State’s current statewide minimum) to $15 incrementally over several years. Large employers (with over 500 workers) that don’t offer employer-sponsored health insurance have three years to comply; those that offer health insurance have four; smaller employers, up to seven.

My guess is Seattle’s businesses will adapt without any net loss of employment. Seattle’s employers will also have more employees to choose from – as the $15 minimum attracts into the labor force some people who otherwise haven’t been interested. That means they’ll end up with workers who are highly reliable and likely to stay longer, resulting in real savings.

Research by Michael Reich (no relation) and Arindrajit Dube [confirms](http://www.irle.berkeley.edu/workingpapers/157-07.pdf) these results. They examined employment in several hundred pairs of adjacent counties lying on opposite sides of state borders, each with different minimum wages, and found no statistically significant increase in unemployment in the higher-minimum counties, even after four years. (Other researchers who found contrary results failed to control for counties where unemployment was already growing before the minimum wage was increased.) They also found that employee turnover was lower where the minimum was higher.

Not every city or state can meet the bar Seattle has just set. But many can – and should.

Higher Minimum Wage Hurts Low-Skill Workers in the Long Run

[*Diana Furchtgott-Roth*](http://www.manhattan-institute.org/html/furchtgott-roth.htm)*, former chief economist of the Department of Labor, is director of Economics21 and senior fellow at the Manhattan Institute for Policy Research.*

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Seattle’s economy can support a raise to $15 an hour, but what about Seattle’s young and low-skilled workers, who might want summer jobs? They will be left twiddling their thumbs on their couches — or those of their parents. And families who want to go out to eat might think twice and then stay home.

Seattle has one of the [highest hourly median wages in the nation](http://www.bls.gov/oes/current/oes_42644.htm), according to the Department of Labor. Both the Seattle-Bellevue-Everett area (ranked 13th, with $22.43) and the overlapping Seattle-Tacoma-Bellevue area (ranked 18th, with $21.72) beat the national hourly median wage, $16.87. As a result, the negative effects of a $15 minimum wage will not as bad as they would be in Brownsville-Harlingen, Texas, which has a median hourly wage of $10.81.

But low-skill jobs remaining in the city will see increased competition, with medium-skilled, experienced workers winning out over low-skilled, mainly young workers trying to reach the first rung of the career ladder.

With a $15 minimum wage floor, Seattle will say goodbye to many of its low-skilled workers, most of whom serve the retail and leisure and hospitality sector. They are likely to be gradually replaced by self-order kiosks that use touchscreens instead of cashiers in restaurants, and self-scanning checkout booths in drugstores and supermarkets.

In April, the Restaurant Opportunities Center, a union-funded worker center, organized [High Road Restaurant Week](http://www.highroadny.org/) in New York City. The average price of a burger and fries at participating restaurants was $20.50. A family of four would pay $82 for burgers, instead of $10 to $15 at McDonald’s.

Last month [USA Today reported](http://www.usatoday.com/story/money/business/2014/05/13/panera-bread-fast-food-restaurants/9036545/) that Panera is incorporating multiple technologies, such as store kiosks and mobile ordering, to reduce cash registers in stores. Panera will do fine in Seattle. But what about the kids who want summer jobs? Perhaps they will go to Texas for the summer.

Parents Need to Set Standards for Children

*LaShanda Henry is the creator of the* [*Black Parenting Blog*](http://www.blackparentingblog.com/) *and* [*Mahogany Momma Magazine*](http://www.msoyonline.com/mahogany_momma/mahogany_momma.php)*.*

UPDATED FEBRUARY 9, 2014, 7:29 PM

Education begins in the home. I grew up in Brooklyn, the child of Jamaican parents who, like most immigrants, moved here to create better lives for their children. In the inner city failing schools are unfortunately very common and yet I was able to excel and obtain a degree from Columbia University. How was that possible? High educational standards were instilled in me from a very early age. By the school board standards 65 was passing, but at home my mother expected nothing less than a 95.

Even when she was working two jobs, she would wake me up as early as 2 a.m. to check homework and make corrections. She pushed me to push myself and the standard stuck. It was her diligent focus on my studies that helped get into Brooklyn Tech one the best public schools in New York City and beyond.

I strongly believe that more parents need to be involved in the educational process. Learning doesn’t stop when the school bell rings. If that means more cell phones need to be confiscated and homework needs to be checked, so be it. I have my own set of practice lessons for my son at home, plus I am in constant communication with his teachers via email and conference meetings. We all know where he is excelling and exactly where he needs help. We are always proactively working with the teachers to create plans that work best for him.

Parents need to push their kids to do better as well as expect better from the school system. Granted, more money has to be put into public school education across the board. Every school, regardless of demographics should have better funding, better curriculum, better parent / teacher support. But at the same time being involved in the schools and being proactive about making them better should be an essential part of the parenting process for all us.

We’ve got social campaigns for anti-bullying and child obesity; I think we need more campaigns encouraging proactive parenting specifically with respect to education. When parents get together and expect more from both their children and their schools a great deal of positive change can be made.

Parents Value Schools, but Society Doesn’t

*Brian Jones has taught in New York City public schools for nine years and is now pursuing a Ph.D. in urban education at the CUNY Graduate Center. He co-narrated the film "*[*The Inconvenient Truth Behind Waiting for Superman*](http://vimeo.com/41994760)*" and contributed to the book "*[*Education and Capitalism: Struggles for Learning and Liberation*](http://www.haymarketbooks.org/pb/Education-and-Capitalism)*." He is a member of the* [*Movement of Rank and File Educators*](http://morecaucusnyc.org/mission-statement/) *and writes a* [*blog*](http://brianpjones.tumblr.com/)*.*

UPDATED JUNE 10, 2014, 11:37 PM

Before we start wagging our fingers at parents, chastising them for their values (or lack thereof), let’s take a look in the mirror. The United States, as a society, doesn’t treat children very well, and someone ought to ask whether Uncle Sam takes schooling and child development seriously enough.

About one out of every four children in this country live in poverty. Most parents lack any paid maternity or paternity leave from their jobs, and arranging for quality child care -- especially for infants -- is an extremely resource-draining proposition. Since we now know that four out of every five adult Americans will experience poverty at some point during their lives (also conservatively defined as $23,021 a year for a family of four), we can expect a large number of their children to grow up in profound economic and social stress. Add to this long hours of work, long commutes, people forced to work more than one job because of stagnant pay or the ways that mass incarceration breaks up families and you might begin to contemplate the heroic efforts required to raise children in this country.

To give just one example that illustrates who “takes school seriously,” in the 2011-2012 school year, 1,168,354 American children entered school while homeless. Our society couldn’t find them a place to rest their heads, but their parents found a way to get them to class.

Should parents demand more of the schools? Absolutely. But let’s not pretend that they have been quiet up to now. Their persistent calls for smaller class sizes, more arts education, more physical education, well-resourced science laboratories and libraries, and fewer standardized tests, fewer school closings, fewer in-school suspensions and arrests, have, over many decades, largely fallen on deaf political ears.

To look down one’s nose at the country’s parents -- many of whom are effectively working miracles to present their children in clean clothes at the school door every day -- and huff about whether or not they “take school seriously” requires serious chutzpah, to say the least.

Parents value their children and their education far more than our society does. If the country wanted them to succeed, it would leverage our tremendous national treasure to support the work and expense of being a parent and create for every child the kind of humane, relaxed, resource-rich, joyful learning environments that wealthy children already enjoy.

Police Militarization Is Out of Control, and There’s No Oversight

*Kara Dansky, a senior counsel at the ACLU's Center for Justice, is the author of "*[*War Comes Home*](https://www.aclu.org/war-comes-home-excessive-militarization-american-policing)*: The Excessive Militarization of American Policing," an ACLU report.*

UPDATED AUGUST 15, 2014, 1:06 PM

Police departments across the country have unquestionably become excessively militarized. Our year-long [investigation](https://www.aclu.org/war-comes-home-excessive-militarization-american-policing) found that not only has policing become excessively militarized, but this militarization has occurred with almost no oversight. Further, of the more than 800 paramilitary raids that we studied, almost 80 percent were for ordinary law enforcement purposes like serving search warrants on people’s homes. Only 7 percent were for genuine emergencies, such as a barricade or hostage situation.

We also found — perhaps not surprisingly, given the appalling way in which the war on drugs has targeted communities of color — that people of color were more likely than whites to be impacted by paramilitary raids. More often than not, these violent raids are conducted to serve warrants in search of drugs, disproportionately affecting people of color, despite the fact that whites and people of color use drugs [at roughly the same rates](https://www.aclu.org/billions-dollars-wasted-racially-biased-arrests). And the militarization of policing is dangerous. Paramilitary weapons and equipment escalates the risk of violence and threatens public safety.

The federal government fuels this trend. The police have virtually unlimited access to the U.S. military’s arsenal through what’s called the [1033 program](http://www.dps.mo.gov/dir/programs/cjle/dod.asp). They also have access to billions of dollars’ worth of funding from the Departments of Justice and Homeland Security, which they can use to buy military equipment from weapons manufacturers, who line their pockets with the spoils. Through these federal programs, hundreds of billions of dollars have flowed to local police departments, which have been stockpiling their arsenals with weapons designed for combat.

The situation in Ferguson is disastrous. Let it be a wake-up call to America: The police are here to protect and serve us, not to wage war in our neighborhoods.

Surplus Military Gear Is Good for Police and Taxpayers

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I endorse the use of surplus military equipment by police departments throughout the country – for both law enforcement and fiscal reasons. In 1993, I oversaw the acquisition of military hardware for the N.Y.P.D. At the time, I was charged by the police commissioner with the reorganization of the department's disorder control capability, which included improving protocols, training and mobilization practices. The U.S. Army equipment we obtained included 10 field ambulances and thousands of gas masks with filters for chemical and biological agents. Each piece filled a void in the department’s inventory, and saved the taxpayers money.

In 1995, while chief of department, I was able to acquire a surplus torpedo recovery ship. This vessel served as a floating command center during recovery efforts after the crash of TWA flight 800 off the coast of Long Island in 1996. These no-cost transfers of property from the military to the N.Y.P.D. are part of a practice dating back to the post-Korean War, when the N.Y.P.D. received a multiton tank that was housed at Floyd Bennet Field and was successfully used in hostage and barricade situations over the years.

In the 13 years since the attacks of Sept. 11, 2001, the threats and dangers faced by police officers throughout the country have increased exponentially. I believe each level of government has the responsibility and duty to assist local law enforcement in their duties to protect. If technology, equipment, weapons and/or training is available at little or no cost, it would be malfeasance for a city or a department not to seize that opportunity.

Protocols and transparent policies on the use of the equipment must be part of the process. Blaming the equipment for inappropriate usage seems to miss the point. Police leadership has a responsibility to the public and the officers to draw a clear line on what can or cannot be expected from the use of equipment. Police leaders must demonstrate that the minimum amount of force necessary to accomplish the mission is the only level of force that will be used.

Better to have clear and consistent policies on when and where the military equipment will or will not be used. Better also to be prepared and not need the equipment, than to need it and not have it.