

Differentiated Point of View Task Cards

These Teach and Review



Dust Bowl Interview
Interviewer: What was it like when the dust storm struck your area recently?
Ned Cooper: It was devastating. We lost our cattle. I am not sure how we are going for the losses.

Interviewer: Does your family intend to stay in the area or leave?
Ned Cooper: At this point, we are not sure.

Is Ned Cooper's perspective best described as firsthand or second hand information?

Craftsman (1800s)

I have been making wooden boards for years. If this mill thinks it is going to come here and start a business, it will learn its lesson soon. This mill is terrible for our town. My wood is best.

Mill Owner (1800s)

Our mill can produce boards of wood faster and more accurately than an individual craftsman. Our crafted wood will save builders time. We can produce hundreds of boards in an hour.

Compare the perspectives about the mill being built in the town. Are both points of view reliable?

Without talking, Sal and Bret crossed the street and approached the wooded area. Dan and the rest of the guys were already there.

"So, are you ready to begin?" asked Dan. He handed each of the guys sticks. "Throw sticks everywhere. Make as much noise as you can to get him to come outside. Then run." Each of the boys grabbed a stick and ran towards the building.

What is the point of view of this text?

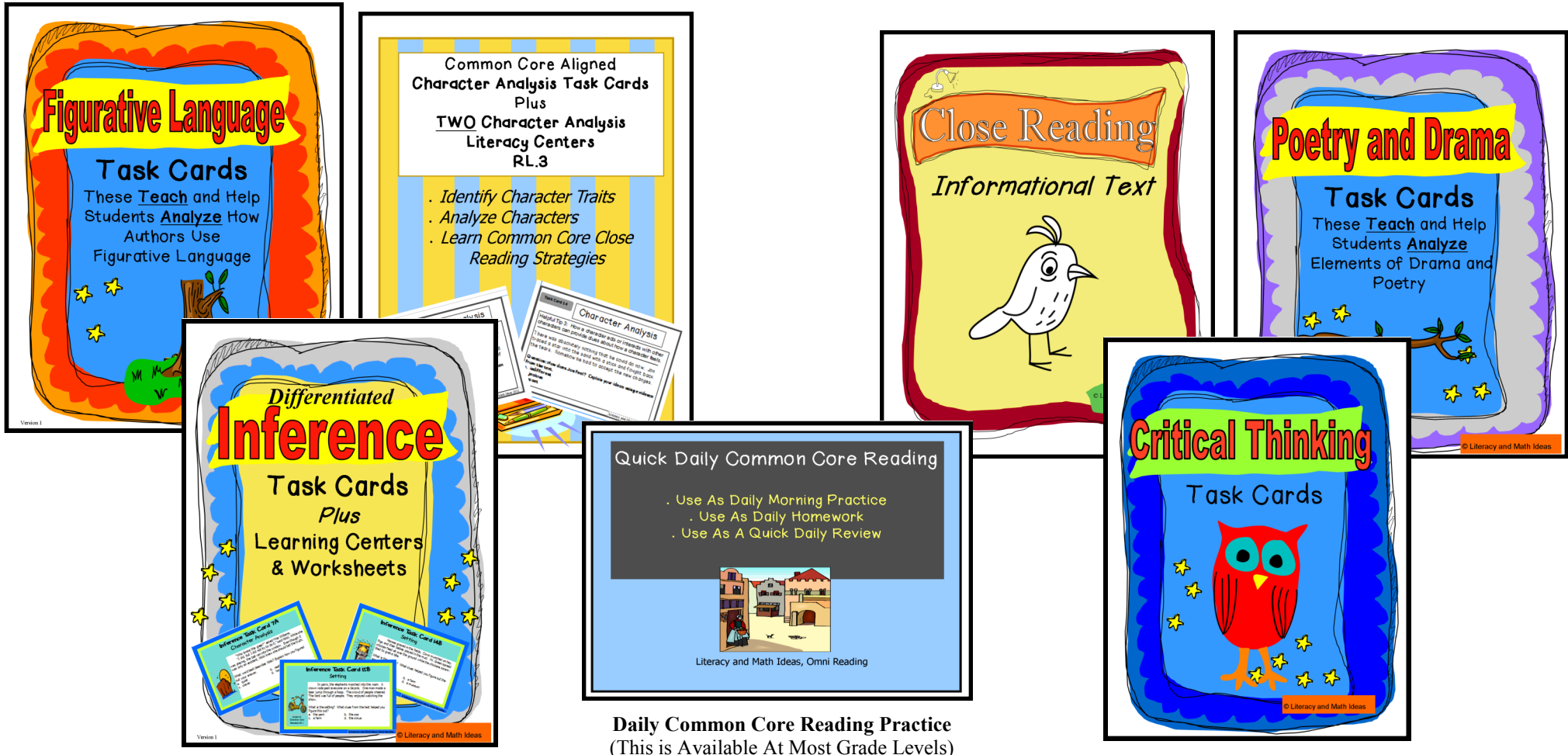
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How to Use

These task cards are a great tool for reviewing point of view. They go beyond asking students to determine first, second, and third person point of views. This document teaches students how authors convey the point of views of characters, provides opportunity with evaluating firsthand and secondhand accounts of information, and the document provides practice with determining author's purpose.

How to Differentiate

The Common Core Standards for standards RL.6 and RI.6 require students to be able to determine different things about point of view across the grade levels. Students will be expected to meet the Common Core requirements at their current as well as previous grade levels. The chart below gives information about the levels of the task cards. Use cards 20 to 36 with proficient or advanced students elementary students. Use cards 1 to 19 will lower ability middle school students. Then progress to cards 20 to 36. Or, have all of the students in your class use all of the cards. Using all of the cards will strengthen each student's understanding about point of view.

Cards 1-19 (3rd-4th Grade Levels)

Cards 20-36 (5th-8th Grade Levels)

How to Assemble

Print the task cards onto cardstock paper or laminate. Color is preferred but is not required.


To assemble the box, cut along the outer edges. Fold each of the four rectangular flaps in the same direction. Tape each corner to create a secure lid. Repeat this process with the bottom portion of the box.

Point of View Task Cards

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Differentiated Point of View Task Cards

These Teach and Review



Dust Bowl Interview
Interviewer: What was it like when the dust storm struck your area recently?
Ned Cooper: It was devastating. We lost our cattle. I am not sure how we are going to recover for the losses.
Interviewer: Does your family intend to stay in the area or leave?
Ned Cooper: At this point, we are not sure.

Is Ned Cooper's perspective best described as first-hand or second-hand information?

Craftsman (800s)
I have been making wooden boards for years. If this mill thinks it is going to come here and start a business, it will learn its lesson soon. This mill is terrible for our town. My wood is best.

Mill Owner (800s)
Our mill can produce boards of wood faster and more accurately than an individual craftsman. Our crafted wood will save builders time. We can produce hundreds of boards in an hour.

Without talking, Sal and Bret crossed the street and approached the wooded area. Dan and the rest of the guys were already there.

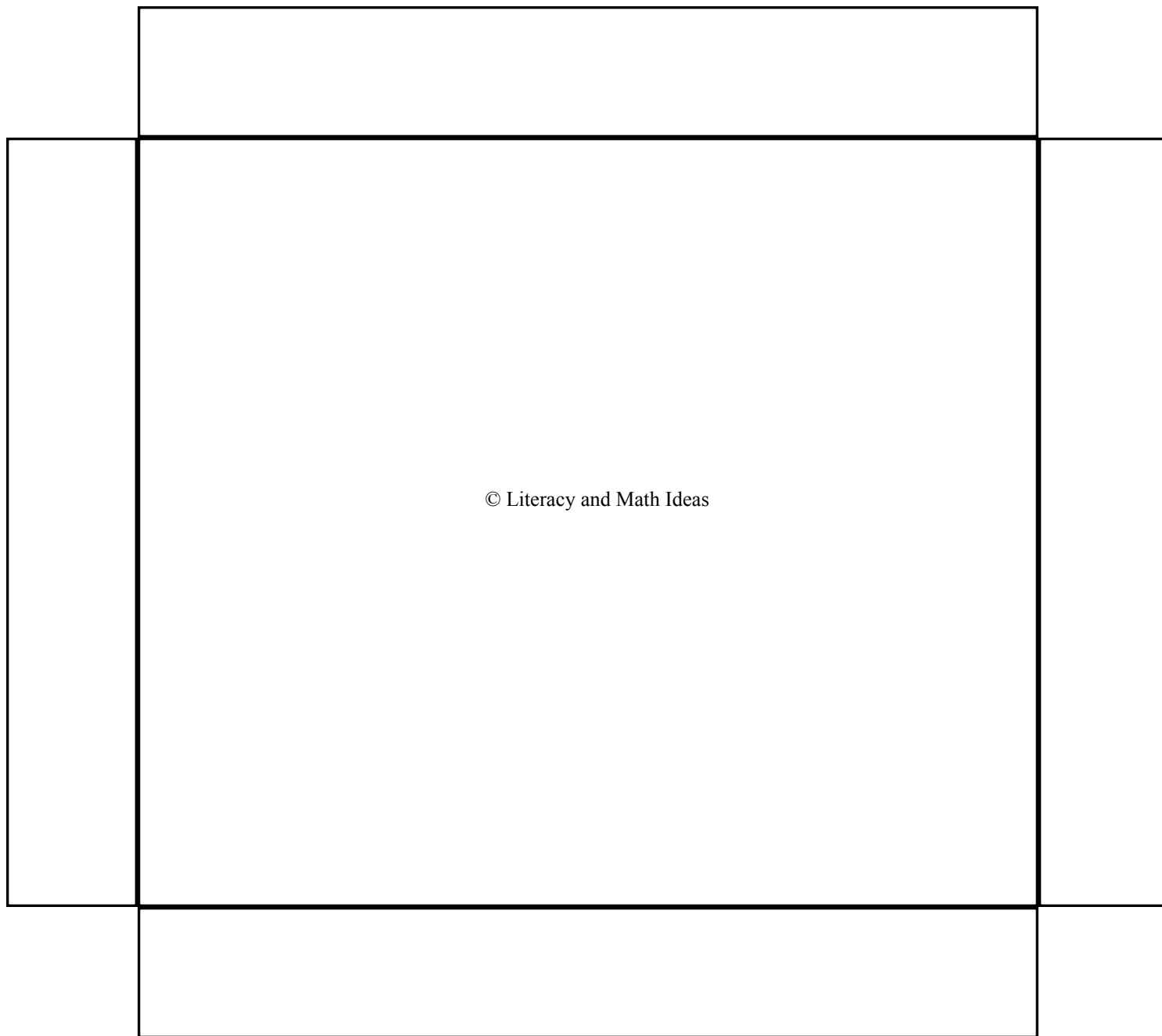
So, are you ready to begin?" asked Dan, handing each of the guys sticks. "Throw sticks everywhere. Make as much noise as you can to get him to come outside. Then run." Each of the boys grabbed a stick and ran towards the building.

What is the point of view of this text?

Version 1

Point of View Task Cards

Bottom of the Box



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Guided Practice

1

Point of view relates to whether or not a reading passage is written in first, second, or third person. Point of view also has to do with where information comes from as well as the way a speaker feels about a topic. Analyzing the point of view of a text enables a reader to better interpret information.

Guided Practice

2

First person point of view is when the narrator tells a story from his or her perspective. "I", "me", and "we" are words that often enable a reader to determine a text is written in the first person. Authors often use this point of view to enable a reader to better understand what the main character of a story is like. Life is shown through this one character's eyes.

What is first person point of view?

Sitting down at the table, I was mindful to keep my tray steady. I just did not need any mishaps such as a tray flipping over in front of everyone. It was my first day at the new school, and first impressions are everything.

3

"Do you mind if I sit next to you," a boy with a oversized backpack lowered his books onto the floor. He seemed nice enough so I told him yes.

What is the narrator's point of view about her first day of school?

Guided Practice

4

Second person point of view is used to directly speak to the reader. This point of view is less commonly used. The second person uses the pronouns "you," "your," and "yours". It is used in personal writing such in personal letters and emails. Third person omniscient is when the narrator knows the thoughts and feelings of all of the characters in the story. Third person limited point of view is when the narrator knows only the thoughts and feelings of just one character. Third person objective is when the author does not know the thoughts and feelings of any of the characters.

I was mortified. Why hadn't I remembered to put all of my note cards in my folder for my presentation?

5

The first words of my speech stammered out of my mouth. "Wolves-wolves-wolves," I stuttered. Harry Nichols grimaced at me and tapped on his desk. Eyes gazed at me from all directions. The words of my speech evaporated as I struggled to remember what I was supposed to say.

What is the point of view of this text?

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Huddling at the end of the gym benches, Kira and Laura watched Matthew dribble the basketball. He was in the grade ahead of them. The coach, radiant with pride, watched his star player whirl a basketball into the air and whoosh it into the basket. The coach was thrilled that he had given Matthew a chance to play on the team. He knew that Matthew had potential. Matthew just needed some fine tuning with some of his skills. Kira and Laura approached Matthew.

6

What is the point of view of this text?

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Without talking, Sal and Bret crossed the street and approached the wooded area. Dan and the rest of the guys were already there.

7

"So, are you ready to begin?" asked Dan as he handed each of the guys sticks. "Throw the sticks everywhere. Make as much noise as you can to get him to come outside. Then run."

Each of the boys grabbed a stick and walked towards the building.

What is the point of view of this text?

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I went further into the locker room. Most of the girls were still fixing their hair or gathering their belongings from gym class.

8

"I said leave me alone, Tammy! I'm warning you—"said Deja. The truth was that Deja was clueless about what to do. She was terrified to tell her parents as well as the school dean about Tammy bullying her, but Deja was aware that this was the most suitable method of handling the problem. If she told someone, the teasing would stop. She also knew that she would be called a snitch. Deja decided to tell an adult everything.

Is the point of view first or second person?

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Nana sat in the front room shuffling magazines around as she attempted to make the top of the coffee table look even neater. I sat in a chair in the corner trying to understand why the world around me had changed. Nightly, we heard missiles flying overhead of our house. We were in war. I could tell that Nana was not sure whether or not we should attempt to flee the country. This home had been in her family for many years.

9

What is the point of view of the text?

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Vernon smiled and nodded. He was thankful for the chance. "I would love to accept the job here at the bakery," he said.

10

The next day, Vernon was the first person at the bakery. He arrived minutes before the owner, Mr. Keys, stumbled to the door.

"You are already making a good impression," said Mr. Keys as he smiled at his newest employee. Mr. Keys knew he had hired the right individual. The two of them entered the bakery. It still smelled like yesterday's muffins.

What is the point of view of the text?

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Suddenly, a deep voice behind me bellowed. I nearly jumped two feet into the air.

11

"I saw the crowd and decided to see what was going on here too," said Scott.

There was a maze of frenzy. News reporters and cameramen had descended onto our street like a mob of ants that had found a crust of bread. The frenzy was at Mr. Daily's house. He had recently made an archaeological discovery in his backyard.

What is the point of view of this text?

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It was getting late, and I needed to get home before my parents started to worry. As I tugged my bicycle up the sides of the rocky hill, the jagged edge of a rock pierced my front tire wheel. A soft whirring sound filled the air as I watched my tire flatten into a pancake. I was there all alone in the forest and had only decided to go this way because it was a shortcut. Darkness was descending, and the fullness of the trees was making nighttime come even faster to the forest.

12

What is the point of view of this text?

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Guided Practice

13

When reading about history or any type of event, it is important to read multiple perspectives about the same topic. Firsthand and secondhand accounts provide readers with different types of details about a described event. A reader should think about the information from both types of sources. This makes it easier to draw an informed conclusion about an event. Primary sources are records that tell about events or provide the words and thoughts of individuals that lived in specific historical periods.

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Guided Practice

14

Secondary sources provide information from a researcher or from someone that did not experience an event firsthand. A school textbook provides secondary information. Analyzing firsthand and secondhand information enables a reader to evaluate different interpretations of events. It also enables a reader to evaluate how reliable information is as well as detect bias. A narrator's point of view and his credibility should be examined.

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Dust Bowl Interview

15

Interviewer: What was it like when the dust storm struck your area recently?

Ned Cooper: It was devastating. We lost most of our cattle. I am not sure how we are going to pay for the losses.

Interviewer: Does your family intend to stay in the area or leave?

Ned Cooper: At this point, we are not sure.

Is Ned Cooper's perspective best described as firsthand or secondhand information? Explain.

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Nebraska Farmer

Droughts have claimed most of my farmland. I have so much debt that I am not sure how I am going to repay the banks. This is being called the Great Depression for a great reason.

Depression Era Family

We have actually been doing quiet well during the Great Depression. My business has suffered some losses, but we have still been able to make sales. I think we are fortunate.

16

Based on both accounts, what generalization can you make about the effects of the Great Depression?

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17

Journal Entry

May 10, 1874

We have been walking west for nearly ten days. My family nearly lost our wagon as we tried to cross a river. Yesterday a bear tried to attack us. We barely escaped.

Social Studies Textbook

During the 1800s, thousands of families traveled west to claim land. The journey was dangerous with thousands of travelers never reaching their destination. Rivers and animals were threats.

Compare and contrast the firsthand and second-hand accounts of what it was like to journey west.

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18

Native American Leader

Years after members of my tribe were forced to travel west, we lost our homeland again when a company took it to build the first transcontinental railroad. This loss was devastating to us.

Railroad Company

I represent the Central Pacific Railroad Company. I am proud of our efforts with helping to create the first coast to coast train rail in the United States. Transportation will be safer and faster.

Compare both firsthand accounts of the development of the transcontinental railroad.

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19

Craftsman (1800s)

I have been making wooden boards for years. If this mill thinks it is going to come here and start a business, it will learn its lesson soon. This mill is terrible for our town. My wood is best.

Mill Owner (1800s)

Our mill can produce boards of wood faster and more accurately than an individual craftsman. Our crafted wood will save builders time. We can produce hundreds of boards in an hour.

Compare the perspectives about the mill being built in the town. Are both points of view reliable?

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20

King of England's Newspaper

The new stamp tax will greatly benefit the colonists. More money will be available to fund projects that the colonists desire. The colonies can surely afford the small tax.

The Colonists

If we don't do something about these taxes, we won't have any money left for our families. Let's meet next week to develop a plan about what we should do.

Contrast the different perspectives about the taxes. How do they differ and why?

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Southern Slave Owners
Slavery has existed since the founding of our country. The northerners have no right to end slavery. If they want to invoke laws in their states, so be it. They cannot dictate what we do here.

Northern States
It is a human right issue that we are facing. Slavery is just not moral. If we don't go to war to reclaim power, we will have a broken nation. England could possibly reclaim us as their country.

21

Contrast the southern slave owners and the northern states' positions on slavery?

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Industrial Revolution
Factory Worker
I am only seven years old. I wake up at five o'clock each day to be at the mill. My throat hurts and sometimes I cannot stop coughing because of the fumes from there. I get hit for working too slowly.

Factory Owner
We treat our workers well. It is the year 1875, and we pay far more wages than what anyone would make if they did not work here. There is a large amount of work that has to be done each day.

22

Would the factory owner be a reliable source of information when researching what factory life was like for workers?

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New Car Owner
The Model T Ford has changed my family's life for the good. The car was much more affordable than a horse. It is the year 1907. Mostly wealthy people can afford horses. My family can now travel.

Horse Salesman
Henry Ford's Model T automobile will be here today and gone tomorrow. People have used horses for thousands of years. The nation does not need an automobile.

23

Compare and contrast the points of view of the new car owner and the horse salesman.

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Automobile Companies
Henry Ford is ruining the automobile industry. How does he expect manufacturers to make money if he is giving his workers such high wages? We are all at this meeting to agree on wage limits.

Henry Ford
I plan to pay my employees higher wages than the other automobile manufacturers. I will then be able to attract good and loyal workers. Plus, my employees deserve a fair wage.

24

How did Henry Ford's viewpoint about employees differ from the opinion of some of the other companies?

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Abigail Lee

Dear Journal,

Our country is fighting World War I, and everybody is terrified. My brother Charlie is overseas fighting. I think about him everyday. What if the war never ends?

School Textbook

President Woodrow Wilson avoided war as long as he could. When a German note was intercepted, President Wilson knew that the United States had a duty to participate in the battle.

25

How do the firsthand and secondhand accounts differ in their approaches to telling about the war?

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Guided Practice

26

What does it mean to develop the point of view of a character in a story? This is another way of asking a reader to explain the techniques that an author uses to help a reader know what a character is like. Authors achieve this in several ways. Sometimes this is done with the use of internal dialogue, revealing a character's thoughts. This is also achieved by showing a character's actions, interactions with other characters, and by a character's development (change from the beginning to the end of a story.)

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Guided Practice

27

A person's culture, interactions with other members in society, values, and internal desires all shape what each person is like. It is important to consider all of these elements when analyzing characters. Pay close attention to how events or other characters within a story affect a character. It is important to not only tell that a character changed; it is also important to explain what *caused* a character to change from the beginning to the end of a text.

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For about six months, Billy had sat across from Nate in class, his expression changing from arrogance to a smile. Nate was a sliver of a boy and could be missed easily in a room with few people in it.

"I appreciate the help that you have given me over the past few days here in math class," said Billy. Just weeks earlier, Billy was sure he was going to fail math. Now, his grades were better. How does the author develop the point of view of Billy in the story?

28

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His skin, the texture of aged leather, was framed by an ash grey beard that lined the edges of his face. The man approached Jim Franks with one hand extended for shaking and the other holding a letter.

29

"I am Ben Treppa, and I have been sent to talk to all the farmers about a railroad that is going to be built along this route," said Ben.

Jim rubbed his chin. "I have no plans to sell my farm to anyone," replied Jim.

"I think you should sell. It is a great idea," said Ben. How does Ben's point of view affect what he says about the selling of Jim's farm?

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Jack has always been a compassionate person. He watched on as his two friends bickered at a feverish pitch. He saw value in both boy's opinions, but more than him not liking arguments, he reacted in his typical behavior to serve as a peacemaker.

30

"Let's settle down. Can we find some type of middle ground? There has to be some way that we can agree," said Jack.

What is the narrator's opinion about Jack? How does this opinion shape the description about him?

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Townpeople, you don't want anyone coming into your town to destroy the sense of community that has been created. Think about the times that your neighbor helped you cut down your trees when you needed help. Think about the times when your neighbor watched your child when you were feeling ill. This is what River Springs is all about. If I am voted as mayor, I will continue the vision that has already been established here.

31

How does the speaker use language to convey his purpose?

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Our nation has just faced one of the most difficult events of our time. We may not be able to predict the future, but we can control how we seize today. We are a nation of people that overcome. Just as our colonists rose up to fight against the British during the 1700s, we too will fight to restore the peace that our nation once had.

32

How does the speaker use language to convey his purpose?

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Garen looked at the cluster of trees that lined the edges of the river. He was lost in the forest and had been for several days. On the first day that he had become lost, he sat at the edge of the river and accepted a fate of being stuck in the forest forever. He wondered why he had made the decision to wander away from the camp. Garen watched a bird struggle with a branch that was too large for him to carry. Nonetheless, the bird tugged at the branch until finally he lifted it. Gareth smiled. He then stood up with a new ray of hope. He was going to try to find help. Garen began to walk.

How does the author develop Garen's viewpoint?

33

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For a moment, no one said anything. Even Charles was at a loss of words.

"Are you sure this is what you want to do?" Francine said after a moment.

Heather sighed. "When you are handed lemons, make lemonade," said Heather. "We have made it through worse. Mom, I will always support you."

The idea that my mother was remarrying just didn't seem fair, or right. When the car arrived at the restaurant, I leaned back in back seat. My meal was ruined although I had not eaten yet.

Compare the narrator and Heather's reactions to the news that their mother is remarrying.

34

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Humans have a responsibility to protect animals. Lacking both authority and ability, animals need individuals to protect the rights that they should possess because they are living creatures. Although opponents to this view believe that humans have the right to use animals any way that is desired, I am sure they would agree that there should be some limitations to what humans can do.

The speaker believes in animal rights. How does the speaker respond to conflicting viewpoints about this topic?

35

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Can the moon be purchased? Some believe so and have attempted to claim the moon as their own possession. Abundant natural resources have belonged collectively to all humans. It would be impossible to stake claim to the air or even to bodies of water such as the oceans. Still, a few individuals believe that they have the right to possess the moon because they were the first person to stake official claim to it. Since the moon does not belong to one individual, no one would be able to accept payment for such a purchase. How does the speaker respond to conflicting viewpoints about who should own the moon?

36

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Point of View Task Cards Response Form

Student Name _____

Directions: Write the answers to each question next to the card number.

Card 1		Card 17	
Card 2		Card 18	
Card 3		Card 19	
Card 4		Card 20	
Card 5		Card 21	
Card 6		Card 22	
Card 7		Card 23	
Card 8		Card 24	
Card 9		Card 25	
Card 10		Card 26	
Card 11		Card 27	
Card 12		Card 28	
Card 13		Card 29	
Card 14		Card 30	
Card 15		Card 31	
Card 16		Card 32	

Card 33	
Card 34	
Card 35	
Card 36	

Point of View Answer Key

1. Guided Practice
2. It is when the main character tells the story from his or her viewpoint.
3. The narrator was nervous about her first day. She was concerned about not dropping her tray. This is so that she could make a good impression on the other students.
4. Most stories are not written from second person point of view. This type of writing is mostly used in personal letters and emails. Third person omniscient is when the narrator knows the thoughts and feelings of all the characters. Third person limited point of view is when the narrator only knows the thoughts and feelings of the main character.
5. First person point of view
6. Third person limited.
7. Third person objective
8. First person point of view
9. First person point of view.
10. Third person omniscient
11. First person point of view
12. First person point of view
13. Guided Practice
14. Guided Practice
15. Firsthand information. The information is coming from a person that directly experienced events. He suffered direct losses as a result of the storm.
16. The Great Depression did affect families, but it did not affect every family the same way.
17. The firsthand information tells about the experience of one person. The secondhand information is from a textbook. It is a generalization of the experiences of many families that traveled west as pioneers.
18. The Native American leader suffered loss. He lost his home because it was taken by the railroad company. As a result, he is not pleased about the transcontinental railroad. Central Pacific Railroad Company was delighted about laying train tracks across the United States. They were not negatively affected by the event.
19. The craftsman feels threatened about the wood mill. The mill owner is delighted to have the opportunity to build a mill.

Point of View Answer Key

20. The King of England is the one that created the new tax. It does not bother him. The colonists feel that they will have less money for their families if they do not do something quickly about the new taxes.
21. The southern slave owners did not want slavery to end. They did not think that anything was wrong. Slavery had existed for many years. The northern state leaders disliked slavery. They wanted it to end because they believed it was morally wrong. They also wanted to unify the country. A fractured country is more susceptible to being overtaken by another nation.
22. The factory owner owns a business. He would not be a reliable source of information because he has a bias toward the mill.
23. The car owner is excited about the Model T Ford. Only individuals with a great amount of money owned horses during the 1800s and 1900s. The average American citizen could not afford one. The car owner is excited about having an affordable form of transportation. The horse salesman has bias against the invention of the Model T Ford because it is a threat to his business. Less people will likely want to purchase horses for use as transportation because they are so expensive.
24. Henry Ford believed that employees should be paid a higher wage than industry standards. This would promote employee loyalty. The automobile companies were only thinking about things from their perspective. Their main goal was to produce as much income as possible.
25. The letter from Abigail tells one person's perspective about the war. The secondhand information is based on historic information that was compiled. The secondhand perspective generally represents a larger viewpoint about a situation.
26. Guided Practice
27. Guided Practice
28. Billy did not pay attention to Nate as first. The text describes Nate as being thin. He must have had a soft spoken nature. When Billy notices how helpful Nate is, he begins to appreciate him and think differently about him as well.
29. Ben has a bias in favor of the railroad company since he is an employee. He would have an interest in speaking positively about farmers selling their homes.
30. The narrator likes Jack. Jack is spoken about in a positive way. He is described as a peacemaker and as being compassionate. This opinion affects how Jack is described in the text.
31. The speaker uses words to appeal to the emotions of the townspeople. He mentions when people worked together to cut down trees. All of this is to persuade the people to vote for him.
32. The speaker is trying to uplift and encourage the audience. The author's purpose is to encourage. The speaker reminds the nation about their courage and the courage that has always been a part of the country. The speaker reflects on the country's early battles to motivate and encourage the listeners.

Point of View Answer Key

33. According to the text, Garen had given up at first. The text states the fact that Garen “had accepted a fate of being stuck.” This all changed when he saw a small bird trying to carry an oversized twig. Seeing the bird persevere through a challenging circumstance motivated Garen to try to find help.
34. The narrator is upset about her mother remarrying. The text states that the narrator thought that the idea was not fair. Although Heather was upset about the remarriage at first, she seems to accept the idea. The reader can determine this because Heather told her mother that she accepts her decision.
35. The speaker mentions the opposing point of view “humans have the right to use animals as they desire.” The speaker counters this viewpoint by stating the fact that both sides would agree that there should be limitations on what humans can do to animals.
36. The speaker mentions the opposing view that some believe that the moon should belong to an individual. The speaker counters this argument by showing that this would be a ridiculous idea. Since the moon does not currently belong to anyone, who should collect the payment for the moon.