

10

POINT OF VIEW

WHAT THIS EPISODE IS ABOUT

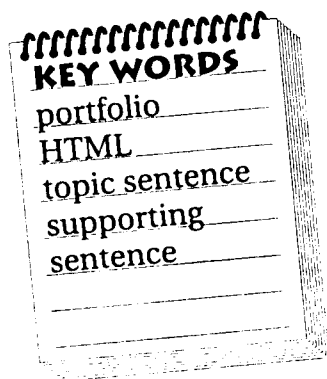
In this episode, students will discuss variations on familiar tales and the changes that occur when a story is told from a different point of view. By the end of this lesson, students will be able to

- ✎ define the term *point of view*
- ✎ apply the writing process to writing a creative story from the point of view of an unexpected character
- ✎ write a well-organized story with a focused point of view

VIDEO SUMMARY

In the writing club, Ms. Scott has the students read a story about the Three Little Pigs as told from the Big Bad Wolf's point of view. (The wolf claims it was all a big misunderstanding.)

The students talk about the importance of point of view—who is telling the story. Ms. Scott assigns groups to write a story with an interesting and unexpected point of view.



Robin reads several different versions of the classic Cinderella story, including a story about a Korean Cinderella and another about an Egyptian Cinderella.

Robin goes roller-skating with Bryan and Kyle, and they decide to do their story on Robin Hood from the point of view of the Sheriff of Nottingham.

The three students visit a festival celebrating medieval and Renaissance culture. This gives them a chance to soak up the atmosphere and to experience the period when Robin Hood may have lived.

Robin's brother, Bradley, helps her revise the story and add more of the sheriff's feelings and thoughts so that the story better reflects his point of view.

Finally, Robin, Bryan, and Kyle act out their story in front of the other students.

BEFORE VIEWING THE VIDEO

Invite students to tell the story of “Little Red Riding Hood” from the wolf’s point of view. Begin by choosing a student to introduce himself as the wolf. Just as the woodcutter is about to save Little Red Riding Hood, choose another student to continue the wolf’s explanation of events.

Ask students to identify whose point of view is used to tell the story in the movies *Star Wars*, *E.T.*, *Godzilla*, *Babe*, *Jurassic Park*, and *Independence Day*.

Discuss how those stories would have been different if they were told from a different point of view? For example, what if *Jurassic Park* had been told from the T-Rex’s point of view? Or what if *Star Wars* had been told from Darth Vader’s point of view?

Tell students to watch the video closely so that they can explain how the writing process is used to write a creative story from an unusual point of view.

WHILE VIEWING THE VIDEO

1. After Robin, Kyle, and Bryan brainstorm story elements, PAUSE the video. Using a popular children’s story, ask students to think of the story from the villain’s point of view.

Have students brainstorm story elements for the new story from the villain’s point of view.

2. After Robin writes her rough draft, PAUSE the video and have each student write a rough draft of a story from the villain’s point of view.
3. After Bradley helps Robin with her revisions, PAUSE the video. Have students work in small groups of three or four to revise their stories.
4. Encourage students to offer constructive suggestions for ways each story could be improved.

AFTER VIEWING THE VIDEO

After students finish revising their stories, they can create picture books based on the stories. The stories can be illustrated with drawings, computer graphics, or photos and shared with younger students in the school.

EXTENSION ACTIVITY

As a further exercise in point of view, have students write an essay from the point of view of an historical figure, a rock, a tornado, a triangle, or any other person or thing.

For fun, ask students to write about a typical class period from *your* (the teacher's) point of view.

INTERNET RESOURCES

Creative Writing for Kids

<http://kidswriting.miningco.com/>

Inkspot's Resource for Young Writers

<http://www.inkspot.com/young/>

Young Writer's Clubhouse

<http://www.realkids.com/club.htm>

Writers Write

<http://writerswrite.com/>