



Strategic Instruction in Grade 9-10 Literature: Analyzing Point-of-View Module

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Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point-of-view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide range of reading of world literature

Can also be used when teaching...

CCSS.ELA-LITERACY.W.9-10.1 (Argumentative writing)

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)

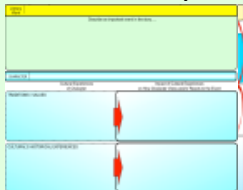
CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features one **Tier 1 Stratagem** (for grade level instruction) and one **Tier 2 Stratagem**, (for students functioning well below grade level), each focusing on analysis of character point-of-view (PoV). Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagem

Cultural Experiences Impact on Point-of-View



Designed to facilitate a key character's point-of-view of an event with a particular emphasis on how the character's cultural experiences (e.g., traditions, values, and culture historical experiences) affected the character's perspective and actions.

Tier 2 Stratagem

Point-of-View of Event



Facilitates analysis of how different characters view a key event in a story differently and why.

See sample DVTs from this module on the following pages

Cultural Experience → Points of View of an Event

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.



Sample DVT from
Strategic Instruction in Literature, Grades 9-10
Analyzing Point-of-View Module

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Literary
Work

The Joy Luck Club by Amy Tan

Describe an important event in the story...

Suyann Woo comes to America from China in 1947. She has lost her family, including twin baby daughters during the war. She remarries and settles in San Francisco. She and her new husband have a daughter named Jing-mei. Suyann starts the Joy Luck Club with three other women which is similar to the one begun in China. As Jing-mei grows up, she and her mother seem to constantly clash. They never really resolve their differences before Suyann dies unexpectedly. Jing-mei comes to the Joy Luck Club to take her mother's place. She finds out that Suyann's twin daughters have been found. They all contribute money for her to go to China to visit them.

CHARACTER

Jing-mei (Suyann Woo's daughter)

Cultural Experiences
of Character

Impact of Cultural Experiences
on How Character Views and/or Reacts to the Event

TRADITIONS / VALUES

Jing-mei values strength and intelligence
Jing-mei values American freedoms and ideals
Jing-mei does not care much about her Chinese heritage
She does not value the Joy Luck Club because it had its origin in China

Jing-mei does not view her mother as a strong, assertive woman which creates a clash between them
Jing-mei views the Chinese customs of female obedience and "listen, but don't speak" behavior as ridiculous.
Her mother knew that the Joy Luck Club was a safe haven for the other women, and they could support each other as they redefined themselves in a new culture

CULTURE'S HISTORICAL EXPERIENCES

In China during the war, women were subservient to men. Women were held to rules much different than men and treated with less respect
They felt an intense loyalty to Chinese tradition and history
Women made hard choices for survival.

Jing-mei does not understand her mother's strength until the women in the Joy Luck Club enlighten her.
She does not understand why her mother held fast to several Chinese traditions until she visits China and finds her sisters.
Jing-mei doesn't understand that the Joy Luck Club was one of many ways the women found to strengthen themselves

BOOK

The Scarlet ibis (short story by James Hurst)

Describe an important event in the story...

Brother teaches Doodle to walk even though the doctors said he would never be strong enough to accomplish that. They plan a big surprise for the family. When Doodle gets up and walks over to them, his mother begins to cry because she is so happy. Doodle gives the credit to Brother, and the family enthusiastically praise him.

CHARACTER

Brother

HOW this character seems to view the event

He starts to cry because he knows that he did it for himself; that pride had motivated his actions to teach Doodle to walk.

Why you think the character thinks or feels that way

He is ashamed that he is getting praised for his selfishness. He only did it because he was ashamed that he had a crippled brother.

CHARACTER

Doodle

HOW this character seems to view the event DIFFERENTLY

Doodle is happy that he can walk because he wants so desperately to be normal.

Why you think the character thinks or feels that way

He feels that way because he knows that Brother is ashamed of him. It is a real physical struggle for him, but he just wants Brother to accept him and love him.