

A DIFFERENT VIEW

Student/Class Goal
Having students look at different perspectives of text will help them better understand and interpret information. Recognizing we may limit ourselves as readers by our own personal biases can challenge students to look more closely at material before making decisions.

Outcome *(lesson objective)*
Students will recognize different viewpoints presented in written text and how they influence our personal opinions.

Time Frame
1 hour
90 minutes if Vocabulary LINCS included

Standard *Read with Understanding*

NRS EFL 3-4

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	3.1, 4.1	Decoding skills	3.3, 4.3	Strategy use	3.11, 4.11, 5.11
Select text		Word parts		Text structural elements	
		Context clues		Genres	4.13
		Reference materials	3.6	Literary analysis	
		Word relationships		Drawing conclusions	3.15, 4.15, 5.15
		Content vocabulary	3.8, 4.8	Making connections	3.16, 4.16, 5.16
		Figurative language			
		Fluency			

Materials
Vocabulary LINCS Handout
The House Handout
Wolves Reshape Yellowstone National Park Handout
Highlighters - 2 different colors per partnered group

Learner Prior Knowledge
Learners must be familiar with locating important information in written text. They must be able to self-question and to visualize text as they read.

Instructional Activities
Step 1 - Write the word **Perspective** on the board. Ask students what words or thoughts come to mind. Write responses on the board. When finished ask the class to define the word. A dictionary may be used if necessary. Ex. Viewpoint, standpoint, the way we see things, outlook, point of view.

When the definition is written leave it displayed where students can refer to it as necessary.

Step 2 - Write the following sentence on the board. ***The green moss-filled pond presented itself as we came over the hill.***

Ask the students to read the sentence from the perspective of a swimmer. Would the swimmer be excited? Do you think s/he would want to dive in? Why or Why not?

Now read the sentence from the perspective of a fisherman. Would the fisherman be excited? What do you think s/he would be thinking?

Lead a discussion about how our backgrounds and ideas influence what we read. Ask what some disadvantages might be if we only read material through our perspective.

Step 3 - Explain to students that they will read a story with a partner. Each person in the pair will be reading the story from a different perspective. One will read it as if they were a robber, and one will read it as if they were a home buyer. Each one will

mark what information would be important to that individual with a highlighter (make sure each pair has two different color highlighters).

Step 4 - Introduce vocabulary that might be troublesome to the reader.

observe musty brag naturalist peer

Have the students use the handout *Vocabulary LINC S* to help them learn the new vocabulary. If they are not familiar with *LINC S* walk them through the steps.

List the Parts

Introduce Reminding Words

Choose words that will help you remember the term and help you make a personal connection.

Note a Linking Story or Phrase

Use the term in a short phrase or quick story that will help you remember the term.

Create a Linking Picture

Make a quick drawing that will help you remember what the term means to you.

Self-test and State the Definition

Step 5 - Let students choose partners and decide who will read as the robber and who will read as the home buyer. Remind them they are to highlight the information that would be important to that person. Give students time to read. When finished ask the students to discuss what they highlighted with their partner. Was the information highlighted different? Was there anything both partners highlighted? What accounts for the similarities and differences?

Step 6 - As a large group, discuss how reading from different perspectives changes how you look at information. Ask students to give specific examples of how each person viewed the information differently.

Step 7 - Explain to students that they will be given an article about reintroducing wolves back into the Yellowstone National Park. Ask if anyone remembers reading about this event. This will help to activate prior knowledge about the text they will be reading. Allow students time to share what they know about the park, wolves, or the controversy. When discussion ends, pass out the handout *Wolves Reshape Yellowstone National Park*. Students must choose to read the article and highlight important information from the perspective of a local farmer or a naturalist.

Step 8 - When students are finished reading, as a large group discuss and chart information that would be important from the perspective of the farmer and of the naturalist. Then ask students to discuss the differences. Make sure they understand that all the information was significant; we just tend to single out information that follows our perspective. It is sometimes important to read material from all perspectives to gain full comprehension of the text and to determine the author's purpose for writing.

WRITING STANDARD EXTENSION Read several local editorial articles about the same event and as a group rewrite the article from a different perspective. Have students take a familiar fairy tale, such as *The Three Little Pigs*, and compare it to *The True Story of the Three Little Pigs* and then rewrite it from yet another perspective.

Assessment/Evidence *(based on outcome)*

Written definition of the word perspective

Teacher notes on student responses

Vocabulary LINC S handouts for unfamiliar vocabulary words

Handout with student highlighted information in the text

Teacher notes

Handout with student highlighted information in the text

Divided chart listing important information to the farmer and the naturalist

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

As a follow up lesson introduce author point of view and how it effects information presented in written text.

Technology Integration**Purposeful/Transparent**

Writers present information to persuade others to share their opinion. Students need to examine information from all perspectives to make judgments or informed decisions.

Contextual

Real life reading material, used in the classroom, allows students to look at real world issues while developing reading skills and strategies.

Building Expertise

Letting students look at their own personal viewpoints and then moving to look at author's viewpoints allows them to take on other roles and increase their understanding of perspective.

Wolves Reshape Yellowstone National Park

By Sarah Ives

National Geographic Kids News

March 02, 2004

In the late 1990s scientists began to notice changes in Yellowstone National Park, in Wyoming. Trees that had stopped growing decades ago began to grow again. Animals started behaving differently. What caused these mysterious changes?

Scientists believe they have found the answer—wolves.

Wolves used to live in Yellowstone, which is in the northern U.S. Rocky Mountains. But many people thought wolves were pests that killed livestock and harmed crops. In 1926 the last wolf in Yellowstone was shot and killed.

For the next 70 years Yellowstone did not have any wolves. Scientists decided to bring them back to the area in 1995. The U.S. Fish and Wildlife Service brought in 15 gray wolves from Canada.

"Wolves were reintroduced because historically wolves lived in Yellowstone," explained William Ripple, a forest ecologist at Oregon State University. Ripple studies wolves' effects on Yellowstone. "Now with the reintroduction of wolves, Yellowstone has all of the top predators it has had for thousands of years."

Today between 250 and 300 wolves live in Yellowstone—and they have already left their mark.

"The effect has been dramatic," said Douglas Smith, leader of the Yellowstone Wolf Project.

For example, wolves have been hunting and eating elk, a member of the deer family. The elk leftovers provide food for animals such as ravens, eagles, and bears. Wolves also scare elk from streams. With fewer elk near the water, plants that grow there, such as willows, can grow taller.

"Benefits of this new plant growth include more habitat for birds and more plant food for beaver," Ripple explained. "The number of beaver in northern Yellowstone has increased dramatically since wolves were reintroduced."

Wolves have such a big effect on Yellowstone because scientists believe wolves are a keystone species. Keystone species are species on which a large number of other plants and animals depend.

"The removal of a keystone species can lead to the extinction of other species," Ripple said.

According to Smith, the reintroduction of wolves has affected more than 25 species in Yellowstone.

"We think that Yellowstone will be a different place in 20 years because of wolves," Smith said.

Not everyone is happy with the wolves' return, however. Some farmers say that wolves kill their animals.

"Ranchers want to limit the number of wolves in the area, because if there are too many wolves, they always get in trouble," said Jennifer Ellis of the Idaho Cattle Association. "Many people who live in wolf-inhabited areas have had not only their cows, calves, and sheep killed by wolves, but also their cats, dogs, and horses."

Ripple noted that there is a program in place to pay farmers for any money they lose due to wolves killing cattle.

Some farmers may not be happy, but many scientists believe that Yellowstone is starting to look more like it did before people began to interfere with the animals there.

The House

The two boys ran until they came to the driveway. “See, I told you today was good for skipping school,” said Mark. “Mom is never home on Thursday,” He added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. “I never knew your place was so big,” said Pete. “Yeah, but it’s nicer now than it used to be since Dad had the new stone siding put on and added the fireplace.”

There were front and back doors and a side door that led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. “Don’t worry, the nearest house is a quarter mile away,” Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play, so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn’t go to the basement because it had been damp and musty ever since the new plumbing had been installed.

“This is where my dad keeps his famous paintings and his coin collection,” Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he’d discovered that his dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother’s closet, which was filled with furs, and the locked box that held her jewels. His sisters’ room was uninteresting except for the color TV, which Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters’ room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.



Date _____

Name _____

Vocabulary LINCS

