

**Essential Questions for the Unit:**

*How does considering other's perspectives give you a "bigger picture?"*

**Standard/Objective/Assessment Alignment**

| <b>Objective</b>  | <b>Utah State Core Standards</b>   | <b>Assessments</b>  |
|---|--|---|
| <ol style="list-style-type: none"><li>1. <i>Students will be able to identify the differences in a narrative depending on the narrator.</i></li><li>2. <i>Students will be able to determine the perspective of an author in informational texts and determine his or her reliability.</i></li><li>3. <i>Students will be able to apply their knowledge of points of view to create their own narrative from a character's point of view.</i></li><li>4. <i>Students will be able to review and assess their peers' narratives while using the critique they received to strengthen their writing.</i></li><li>5. <i>Students will be able to identify and construct different types of sentences using coordinating conjunctions as well as identify the reasons for doing so.</i></li></ol> | <ol style="list-style-type: none"><li>1. <i>RL 7.6—Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i></li><li>2. <i>RL 7.6—Determine an author's point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></li><li>3. <i>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences/ W 7.3a Engage and orient reader by establishing a context and point of view introducing and/or characters/3b Use narrative techniques such as dialogue</i></li><li>4. <i>W7.5 With some guidance and support from peers...develop and strengthen writing as needed by planning, revising, editing, rewriting....</i></li><li>5. <i>L 7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</i></li></ol> | <ol style="list-style-type: none"><li>1. <i>Students will identify major plot points and the perception of each character through graphic organizers and class discussion</i></li><li>2. <i>Through informal class discussion and minor assignments, students will explore the reliability of authors in texts we read in class.</i></li><li>3. <i>Students will write a fairy tale from the point of view of one of the characters. They will consider the events of the story and consider how their chosen character would react to those events. They will be assessed on the final draft of their narrative as well as various assignments throughout the writing process.</i></li><li>4. <i>Students will participate in peer review sessions, both giving and receiving helpful critique, then using the feedback from their peers to strengthen their narratives.</i></li><li>5. <i>Students will include compound sentences using coordinating conjunctions in their retold fairy tale and be able to identify where and why they used them.</i></li></ol> |

**Culminating Assessment:** Throughout our study of the book, we will discuss how each chapter portrays the same events, but is slightly different as they are told from different points of view. This will help students understand that it's important to consider the narrator in their reading of a text and to consider other points of view. They will be accustomed to finding common elements between the two narratives but noticing differences between them.

After finishing the novel, students will construct a narrative from the point of view of a character from a fairy tale. They will first need to choose a fairy tale and a character's perspective to write from. When they choose a character, they will be asked to describe that character, including personality traits, relationships with other characters, motivations, and goals. After choosing a fairy tale and a character's perspective to write from, they will begin the same way they would compare the chapters in the novel: they will find the objective plot points of the fairy tale to determine the main elements of the story. They will then list how the character they chose would see those events. I will model this in class so the students see what they're supposed to do.

After prewriting about their character, the students will be responsible for writing their narrative. They will follow the plot points in sequential order to tell the story from their character's point of view. They will be responsible for including dialogue between characters as well as incorporating coordinating conjunctions in their work. Mini-lessons on these topics will be given throughout the unit to reinforce the proper way to use these techniques.

After finishing a first draft, the students will bring their drafts into class and share them with their peers. They will follow a specific review assignment sheet to help one another work on voice, dialogue, and coordinating conjunctions. When they finish with the peer review activity, they will see examples from other students and hopefully see how those techniques work in other narratives.

After revising their work, they will bring their final drafts to class. They will get in groups to share their retold fairy tales with one another, and a few students who want to will be able to share with the whole class. At the end of the period, they will be asked to write briefly about the assignment. I'll ask them to reflect on how telling the story from another character's view changed the story and helped them to understand the character better. This will be turned in as an exit slip as they leave class.

**Rationale:** I decided to start with a young adult novel to help my students see how great reading can be. The story is engaging, and I think the dual-narrator will interest both boys and girls in the class. The alternating chapter format lends itself to a great discussion on perspective and how sometimes you have to try and see from another individual's point of view to see the whole picture. This topic is especially appropriate for 7<sup>th</sup> graders as they're developing the ability to empathize with others and recognize there are viewpoints other than their own.

Along with understanding perspective and how it affects the characters in the novel, this unit will allow discussion about considering others' perspectives in the real world, as well. We will read informational texts about various issues and compare the differing opinions. While dealing with informational texts, we'll also consider how to determine if a narrator is reliable or not. This will prepare students for the future as they learn to evaluate sources for reliability and authenticity.

Other themes in this novel will resonate with the students and events they're seeing happen in their own lives. The narrators of this novel are dealing with typical teenage themes, such as friendship, first loves, dealing with family,

The novel also deals with a number of themes that apply to the modern world. There are environmental issues mentioned, and Juli's disabled uncle can bring up good discussion on how the disabled are viewed in society.

### Text Set

#### *Traditional Texts*

- *Flipped (Novel)*
- *The True Story of the Big Bad Wolf (picture book)*
- *Duck Rabbit (picture book)*
- *Excerpts from Dave Barry Slept Here: A Sort of History of the United States*

#### *Video*

- *Flipped (Film Version)*
- *Night and Day (Pixar Short)*

#### *Informational Texts*

- "Schools Make Rules for Cell Phone No-Nos" <http://www.foxnews.com/story/2004/09/23/schools-make-rules-for-cell-phone-no-nos/>
- "Schools try to draw the line for tech-savvy kids" <http://www.chron.com/business/technology/article/Schools-try-to-draw-the-line-for-tech-savvy-kids-1916625.php>
- "A word gone wrong" [http://www.nytimes.com/2013/03/03/opinion/sunday/a-word-gone-wrong.html?\\_r=0](http://www.nytimes.com/2013/03/03/opinion/sunday/a-word-gone-wrong.html?_r=0)

#### *Websites*

- [www.r-word.org](http://www.r-word.org)

# My Side of the Story: Retelling Fairy Tales

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At the beginning of our unit on perspective, we read “The True Story of the Three Little Pigs.” To put your perspective-taking into practice, you’re going to write your own fairy tale from the perspective of one of the characters.

To get started, choose a fairy tale to retell. Then, choose a character from that story whose point of view you want to use.

In the chart on the back of this handout, make a list of things that happen in the story. These should be objective plot points that everyone knows – don’t start writing about your character’s perspective in this column. Then, in the right column, describe how your character may have seen these events from their perspective, or what they may have been doing at the time if they weren’t directly involved.

Then it’s time to write!

Start from the beginning, and tell the story as if you were a character living those events. It should be at least 2 pages long. Have fun with it! In your fairy tale, you must include:

- At least 3 lines of dialogue
- At least 2 coordinating conjunctions (FANBOYS)
- Lots of voice!

**Your rough draft is due IN CLASS on FEB 16<sup>th</sup>.**

We will be doing peer reviews in class, so you **MUST have it IN CLASS on FEBRUARY 16<sup>th</sup>**

After reviewing the rough drafts, you will have one more week to work on your fairy tale to make it practically perfect. Along with the final draft, you will need to turn in your assignment sheet with the prewriting activities, your rough draft, and your final draft.

**Your final draft is due IN CLASS on February 23<sup>rd</sup>.**

I can’t wait to see what amazing things you come up with!!

TO BE TURNED IN – DO NOT LOSE!

Name \_\_\_\_\_

# My Side of the Story: Retelling Fairy Tales

*Peer Review Sheet*

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You're going to read your peers' fairy tales. In your group of 4, you will pass your fairy tale to the right. During the first round, you will complete the assignment given in the box. When the time is up, you will pass it to the right again, this time completing the assignment in the Round Two box. You will do this one more time until you have seen everyone's fairy tale and you have received your own back. You will turn in this sheet at the end of the assignment with the rest of your papers.

### Round One

Peer's Name \_\_\_\_\_

1. Read the fairy tale all the way through.
2. In the margins, put a check mark next to your favorite part of the story.
3. Circle two coordinating conjunctions.

### Round Two

Peer's Name \_\_\_\_\_

1. Read the fairy tale all the way through.
2. Find a line of dialogue you really like. Put a smiley face next to it.
3. Find a line of dialogue you think could be better. Underline the whole dialogue and write how you think it could be better.

### Round Three

Peer's Name \_\_\_\_\_

1. Read the fairy tale all the way through.
2. Put a star next to a part where you think the character's voice is really coming through.
3. Put brackets ([ ]) around a part where you think they could use more voice.
4. Write something you liked about the character they chose on the bottom of their paper. Would you add anything else?

### Final Round

You should have your own paper back. Read over the comments and answer the questions below. If you need more room, turn to the back of this sheet.

How was the peer review process for you? What did you find helpful? What wasn't very helpful? Did your peers give you helpful, specific things to work on?

TO BE TURNED IN – DO NOT LOSE!

# My Side of the Story: Retelling Fairy Tales

## *Grading Sheet*

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Name \_\_\_\_\_

\_\_\_/5 Prewriting

- The prewriting activity was completed with thoughtful and relevant details

\_\_\_/20 Rough Draft

- The rough draft was complete and brought to class
- The rough draft included:
  - At least 3 lines of dialogue
  - 2 coordinating conjunctions
  - Lots of voice!

\_\_\_/20 Peer Review

- Participation in the peer review session was satisfactory
- Thoughtful reflection was given at the end of the peer review

\_\_\_/50 Final Draft

\_\_\_/25 Perspective

- The fairy tale tells the story from a character's perspective
- The character demonstrates their personality and relationship with the other characters.

\_\_\_/15 Voice

- The fairy tale uses interesting language to make the story attention-grabbing
- The character's voice comes through

\_\_\_/10 Requirements

- 2 Coordinating Conjunctions
- 3 Lines of dialogue

\_\_\_/5 Reflection

- The reflection thoughtfully and completely answers the questions.