



# What Were You Thinking?

## **Introduction**

Characters have different points of view about what happens in a story. This lesson will help students look through the eyes of each character. Students will recognize each character's point of view about what they think about Peter Rabbit's choices. In analyzing the point of view of the different characters, the students will be able to get a clear picture of the conflict of the story.

## **Learning Outcomes**

### **Ohio Standards**

- Differentiate between points of view in a narrative text.

### **National Standards**

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.

## **Getting Started**

### **Materials**

- Handout A
- Overhead projector
- Download a copy of the Ohio proficiency writing rubric from website <http://www.lkwdpl.org/gr4test/gr4test.html> or type a search for Ohio proficiency writing rubric and follow the link for Ohio Fourth Grade Proficiency Tests.

### **Technology-**

Use the graphic organizer program *Inspiration* to create thought bubbles and webs to explain opinions.

### **Vocabulary**

- Reasoning
- Point of view
- Conflict

## **Lesson**

### **Orientation Activity**

- Introduce the lesson by asking students, “What did Peter Rabbit think about his choice to go to Farmer McGregor’s farm? Why did he go?”
- Display Handout A on the overhead. Record the students’ ideas about Peter Rabbit’s thoughts in the thought bubble by the first rabbit. Discuss the reason why Peter Rabbit chose to go, even though he had been told not to. Explain the meaning of reasoning. List the reasons on the lines next to the thought bubble.

### **Learning Activity**

- Next, ask, “Did everyone feel the same way about Peter’s decision to go to Farmer McGregor’s farm?”
- Ask students to write a sentence in each of the thought bubbles that explains each character’s point of view about Peter’s actions. On the lines beside the thought bubbles, students should next explain their reasoning behind that point of view. Share the ideas as a class.
- Ask, “Do any of these points of view conflict with Peter’s point of view? How do these conflicting points of view add to the problem of the story?”
- “What do you think the problem, or conflict, of the story is?”

## **Handouts**

Handout A

## **Evaluation and Follow-up**

### **Assessment Tools and Methods**

- Ask students to answer the following question in a paragraph:

What is your point of view about Peter’s behavior?

Paragraphs should include:

State your point of view (1 sentence)

Give at least three reasons why you hold that point of view? (3 sentences)

Explain how that point of view is either different or the same as other characters in the story. (1 sentence)

Restate your point of view (1 sentence)

- Use the 4 point rubric that is used on the writing proficiency test for the paragraph.
- Also evaluate class discussion and participation of individual students.

## **Interdisciplinary Connections**

Social Studies: Initiate a debate on whether it is okay to steal for any reason.

## Handout A

Name \_\_\_\_\_

Directions: Write a sentence in each of the thought boxes below that explains each character's point of view about Peter's actions. In the box beside the thought, students should next explain their reasoning behind that point of view.

Character	Thoughts	Reasons
<b>Peter Rabbit</b>		
<b>Flopsy, Mopsy, &amp; Cotton-Tail</b>		
<b>Mother Rabbit</b>		
<b>Benjamin Bunny</b>		

