

Character Points of View



Mary Clare S., Grade 6, Vedra Beach, FL



READING ART
ENRICHES
WRITING

Introduction

We can learn a lot by considering a situation from another's perspective. This project explores how different characters' points of view can be captured and expressed in illustrations and original writing.

LEARNING OBJECTIVES

Children will:

- create art that has more than one character;
- consider multiple points of view, thinking of each character's perspective;
- write a script that articulates each character's point of view; and
- dramatize the script using socks as puppets.

Vocabulary

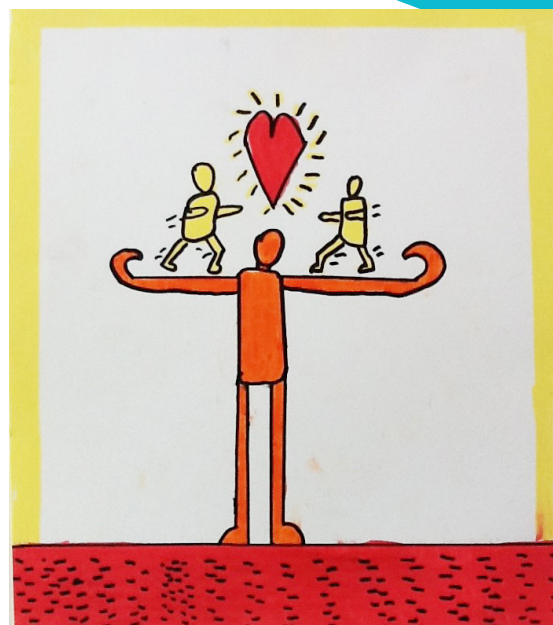
character	illustrator
situation	script
point of view	dialogue
author	dramatize

Essential Questions

- How do artists and authors communicate a personality or point of view for each character?
- How do artists and authors inform you of the mood or tone of a situation?
- How can a dramatization, enacted by puppets or people, make the characters' points of view more expressive?
- How does understanding story characters' different points of view help people understand themselves and others?

Guiding Questions

- How many characters are represented in the artwork and what is the personality or point of view expressed by each?
- What is the overall mood or feeling that this art conveys?
- What words would each character use to describe her or his personal point of view about the situation shown in the art?



Matt P., Grade 4, Kamuela, HI

Supplies

- Crayola® Colored Pencils
- Paper (for writing and illustrating)
- Socks

Prepare

This project might be done over time; the art may be created on one day, the written script on another day, and the presentation of the puppet play on yet another day.

Intentional Writing Framework

INTENT –

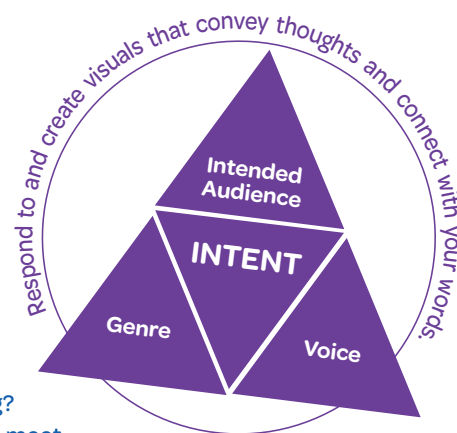
What is the intended message or main idea you want to convey?

INTENDED AUDIENCE –

Who will read what you are writing?
How will you adjust your writing to meet the needs of the intended audience?

VOICE – Will your voice be emotional, logical, or credible? How will you appeal to the readers and help them understand your point of view?

GENRE – What genre will you select that is best suited to convey your intent to your intended audience? What additional writing genres would work well for communicating your message?





- View the art on this project instruction sheet or select a different piece of art created by children or a book illustrator.
- Identify the overall tone of the artwork and the feelings or points of view of the characters. Ask, “What might each of these characters say about the situation?”
- Children will write a script for a puppet play that expresses the points of view of the characters. Discuss how a drama script is written as dialogue—a conversation between puppets or actors. Use different colored pencils to keep track of the different characters’ voices.



- Children will perform the puppet play by sliding a sock on each hand and folding the fabric between their pointer finger and thumb to create the appearance of a mouth. If old, recycled socks are used, children could embellish them with decorations. But any sock can appear to be a puppet and then returned to its normal use.
- Have children plan when and to whom they will present the puppet play. Video conferencing or phone apps help to bring the drama to others remotely.
- Alternatively, children can use a phone to capture a short video and email or message the sock puppet dramatization to others.



- Children can practice having the sock puppets perform the written script and then add an improv performance. Discuss how improv follows specific guidelines and stays on topic but enables responses that are more open-ended (as long as the puppets stay *in character*).
- Have children respond to each other’s improv performances by determining if the words the puppets are saying are true to their roles and personalities in the original script.



- Connect the characters’ points of view to the voice section of the Intentional Writing Framework. Were some of the characters guided more by their emotions while others were guided by logic?
- Listen to the puppets speak about another art scene as they imagine being in another setting. What would they write about this new adventure?



For Younger Children

- Young children’s stories often include daily routines and people they know. It can be comforting for children to create puppet scripts that focus on everyday happenings and relationships. This project can help children connect to how they feel as their emotions are described by the puppet they personify.
- Young children often imagine stories around the art they create. Letting them lead discussions about art, with minimal prompting by an adult, will develop their storytelling and literacy skills as they complete this project.

For Older Children

- Older children can create art or find images that have historical or futuristic characters on museum websites. Challenge them to make sure their story characters represent points of view that are authentic to that time period and urge them to do research about the events.



Child Reflections

- What parts of the art helped you understand each character's point of view?
- How did you provide each character with a personality and bring humor or suspense to the script?
- How did you bring challenges or conflicts into the script and how were they resolved?

Adult Reflections

- How well did this project connect children to the learning objectives and help them understand that different people can have different points of view?
- What other social and emotional learning goals would you like to address with children?
- How else could puppet performances be used to help children learn social awareness and gain skills in building relationships?
- What aspects of this project were most enjoyable and most challenging for children?

Standards and Skill Development

Educational standards outline what children should know and be able to do in a variety of subject areas. Schools are required to provide standards-based projects and to align them with children's interests and needs. This project addresses the following educational standards:

LANGUAGE ARTS

- Assess how a point of view or purpose shapes the content and style of a text.
- Write opinion pieces on various topics and support a point of view with reasoning and information.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Adapt speech to a variety of contexts and communicative tasks.

MATHEMATICS

- Introduce logical arguments and mathematical concepts into character stories.
- Address patterns and other math concepts as they fit the main idea and character relationships.

VISUAL ARTS

- Select and describe works of art that illustrate daily life experiences of oneself and others.
- Determine messages communicated by an image.
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics.
- Identify a purpose of an artwork.