

Grades: 6th-12th

*Adaptation: 3rd-5th

Roll Call! Writing Multiple Points of View

Common Core Standard(s): CCSS.ELA-LITERACY.W.8.3.B

CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.5

Materials Needed: A copy of the FIX IT: POV sheet for each student. Each student will also need a current work in progress to revise.

Class Objective: I can revise my work to focus on points of view in order to improve my writing. I can try a new approach in order to strengthen my writing.

Lesson Plan

1. Watch Lauren Thoman's class "**Roll Call! Tips & Tricks for Writing Multiple Points of View.**" In this class she gives so much great information about voice and characters and point of view. Have students take notes on the information, but especially have them take notes on POV and character voice.
2. After watching the class, have students take the FIX IT: POV handout below and use it to revise their current work in progress. They could do this individually or work with a partner if time allows.
3. After they have revised their story using the FIX IT ideas, have them get with another person and share what they did. The other person will then sign it that they know the revisions have been made.

Printable worksheets/activities on next page



FIX IT: POV

Directions: Take your current work in progress and analyze it. Anything that seems like it isn't working, fix it or at the very least change it and try something new and different. Analyze your work for the following items. Sign off with someone else after you've done all the steps.

1. What POV am I using in this story (1st, 2nd, 3rd)? _____
2. Are there any points in my story where I accidentally slip out of my POV? Highlight it and fix it.
3. How many characters do I have in this story? _____
4. List their names:
5. Do I know the background and arc of each of these characters? YES NO
6. If not, work out some background or arc for that character now. Write it here.
7. Take one of the characters you know the least about and do one or two of the following things:
 - a. Write a journal entry for that character for the day that day.
 - b. Take a personality test for that character: [Personality Test](#)
 - c. Take a couple of online quizzes as if you are that character: [Quizzes](#)
 - d. Read that character's dialogue out loud after doing this and fix their voice or action.
8. Choose a scene from your story that you like the least or that is falling flat for you and try one of the following strategies for fix up:
 - Try switching perspectives
 - Try a different voice
 - Give your character more agency



- Introduce another character into the scene
- Start the scene at a different time
- Start a fight
- Move the scene somewhere else
- Give your characters something to do
- Skip it and come back
- Be open to changing your plan

HIGHLIGHT the section you changed or rewrote and show it to your partner

Signature of revisor: _____

Signature of checker: _____



SIMPLIFIED: **ALTERNATE ADAPTATION for younger audience:*

Tweens (ages 9-12): 3rd-5th

Common Core Standard(s): CCSS.ELA-LITERACY.W.8.3.B

Materials Needed: A copy of this worksheet for each student. [Point of View Worksheet](#). Blank paper and writing utensil or computer device.

Class Objective: I can recognize 1st, 2nd, and 3rd person points of view. I can write a story from a first person or third person perspective.

ADAPTED LESSON PLAN:

1. Watch the class [Lauren Thoman's "Roll Call! Tips & Tricks for Writing Multiple Points of View."](#) Especially focus in on minute 18:35 to 29:35. This is the section where she focuses in on point of view, including what it is and examples of it.
2. After listening to Lauren talk about it, make sure students understand the differences between the 3 POVs. Pass out the worksheet and have them try to identify the different points of view. Once again, here is a copy of that sheet. [Point of View Worksheet](#).
3. Go over the sheet together to solidify the different points of view.
4. When you know students understand the differences between the points of view, you are going to have the students trying writing from different points of view. They are going to take a common fairy tale and try rewriting it from either first person or third person point of view (we won't focus on 2nd person because it is used so infrequently).
5. Essentially, they will choose which POV to write from and which character's point of view they will tell the story through as well. Then they will switch and try a different POV from the same characters POV. Because it could take a while to write the whole story, you could have them write just a portion of the story. Examples of how this could look are here:

Example: Cinderella

- First Person from Cinderella's POV.
 - First Person from Stepmother's POV
 - First Person from The Prince's POV.
 - 3rd person about Cinderella's POV.
 - 3rd person from Stepmother's POV.
 - 3rd person from The Prince's POV
6. When done, have students read their work to someone else—either a group or the whole class—and have the class or group identify the POV of the story.



CHALLENGE: Try writing a story from multiple perspectives or points of view. Try taking your current WIP and writing from from a different POV or through the eyes of a different character.

**EXTRA WRITING PRACTICE all ages (optional)*

Editing Skills:

For extra writing practice and to reinforce today's topic you may assign students to work, in class or at home, on a [writing prompt](#) or to continue working on a page/chapter of their own novel or short story, applying the key techniques learned today. Set a timer for at least 15-30 minutes and write nonstop.

The papers can then be exchanged with other students for peer review with specific attention focused on the topic of the day. (Independent study students can form online/in person writing clubs for this type of activity or exchange with sibling/parent/tutor) This will enhance editing skills while simultaneously further ingrain the lesson at hand. My Tech High Students can join the MTH Writing Club or start their own with friends they meet at STORY CON or on the moderated TABC discord discussion board or other safe writing community.

Revising Skills:

When the papers are returned, students have the opportunity of fine tuning the skill of taking feedback and applying it to revision and rewrite of their manuscript.

Group Discussion/Reflection:

After rough draft and final draft are returned it may be helpful to share what was most helpful or difficult about the feedback and how it may have helped to improve their writing. (Independent study can do this via online/Zoom chat or live in a writing club setting)

Extra Credit Opportunities:

Offer extra credit incentives to attend live [STORY CON](#) writing conferences or for submitting writing to be awarded and potentially published in the [TwEEN AUTHOR BOOT CAMP 1st Page Contest](#), [TEEN AUTHOR BOOT CAMP: POETRY Contest](#), [Photography Cover Contest](#), [TEEN ANTHOLOGY & FIRST CHAPTER CONTESTS](#). <https://www.teenauthorbootcamp.com/contests>

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Encourage students to continue working on their writing on weekends, holiday breaks and over the summer. After school clubs and extracurricular writing classes may be organized with students enrolled in a school licensed with TABC Classroom or with those who own a personal subscription.

- ☐ **FOLLOW UP!** Send me an email. I'd love to hear your feedback on suggested edits, what you like most about TABC Classroom, the contests & conference experiences & creative ways you incorporate it all into your curriculum. sarah-noel@operationliteracy.org

