**Title:** “April Morning” Point of View Blog

**Description:** This is a lesson plan for 6th through 8th grade Language Arts students that integrates technology as the students learn to identify, analyze, and apply the various elements of fictional writing in order to create a well-planned and thoughtful response to a piece of literature. This lesson is intended to help students process and prepare after reading but before writing.

**Group Size:** Any. This activity can be used as a whole class activity, if the resources are available. Otherwise, this activity can be done by fewer students in rotating centers to accommodate for limited resources.

**Learning Objectives:** After reading the novel “April Morning” by Howard Fast, students will compose thoughtful blogs postings which fully address all questions contained in this activity’s rubric/guiding questions.

**Guiding Question:** How does the author’s point of view affect the telling of the story? Why do you think the author chose this point of view? What impact does the author’s point of view have on the main conflict and resolution of the novel? Which point of view would you, the student, chose for this novel and why?

**Materials:** Internet connected computers.

**Procedures:**

1. Direct students to Blogger.com and walk them through the process of creating their own blogs and first posts.
2. If students are having difficulty with setting up the blogs, walk them through a tutorial of how to create and customize their blogs.
3. Introduce websites from which students will be pulling information about point of view in fictional works: <http://www.ianbone.com.au/pdfs/PointofView_IanBone.pdf>, <http://school.eb.com/lm/studyguides/305/mainframes.html>, and <http://www.learner.org/interactives/literature/read/pov2.html>.
4. Briefly explain the learning theory of emergence and how the questions they will be answering in their blogs will be making learning more personal for the individual students.
5. Have students begin work in the classroom on their blogs where each post will answer one question from the rubric/guiding questions.
6. Answer questions for whole class and move about room checking progress and providing limited assistance, encouraging creative and authentic responses.
7. When students have finished their first blog post, but before they have finished all of the posts, have students publish their blogs to a class website or online document (such as a Google Doc) for the whole class to view.
8. When all blog posts have been created and all blogs have been published, grade according to rubric previously provided to students.
9. Once this activity is completed, students should view each peer’s blog and post one comment in response to one of the postings. Each post should contain one aspect of the posting with which they agreed and one with which they disagreed.
10. The response activity should be graded according to completion.

**Assessment:** Use the point of view blog rubric to grade student blogs and provide feedback, positive or negative, alongside the final grade.

**Answer Key or Rubric:**

**Benchmark or Standards:**

Standard: Fiction - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

Benchmark Number: LA.7.2.1.2

Benchmark Description: The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

Grade Level: 7

Subject Area: Reading/Language Arts

Standard: Informative - The student develops and demonstrates technical writing that provides information related to real-world tasks.

Benchmark Number: LA.7.4.2.2

Benchmark Description: The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;

Grade Level: 7

Subject Area: Reading/Language Arts