

Independent Application

Point-of-View Character Illustrations

Point-of-view character illustrations are student-created pictures of characters drawn from a variety of perspectives. The purpose is to support consideration of the ways in which point of view can be communicated through illustration.

Kindergarten: Students draw a picture of a character at a particular point in time, using details from the author to guide the illustration. As students are drawing, you can read aloud the author's description several times, asking them to "show what the character is thinking."

First Grade: Students draw a picture of a character at a particular point in time, using details from the author to guide the illustration. As students are drawing, you can read aloud the author's description several times. After drawing, students use thought bubbles to write what the character is thinking.

Second, Third, Fourth, and Fifth Grades: Students draw pictures of characters from the probable perspectives of other characters. For example, although the "three little pigs" are usually depicted as cute, the wolf might depict them as menacing, as in Jon Scieszka's *The True Story of the Three Little Pigs*. Or although some artists might depict Cinderella's prince as charming, others might portray him as vain and rather silly, as in Ellen Jackson's *Cinder Edna*. Both of these books can be used as models for considering the ways in which illustrations take shape depending on the point of view of the author or narrator.

Character Evaluations

Character evaluations are written reflections designed to encourage students to consider a character from multiple perspectives. Students choose a character from a text you are reading aloud to the whole class or from a text they are reading independently. They write the character's name at the top, and then either draw or write in response to three questions:

- What do you think about this character?
- What does another character think about this character?
- What does the author think about this character?

Character Interviews

In *character interviews*, students take on the persona of a character and write responses to a set of interview questions. You may create the set of questions or brainstorm a list with your students and allow them to choose three to six to answer. Allow time for performance, as the responses to questions inspire reflection on characters and their points of view and often generate lots of laughter.

Letters from Characters

In *letters from characters*, students consider the point of view of one character in relation to a particular issue and write a letter to another character from that persona. For example, in Leo Lionni's *Frederick*, all the field mice except for Frederick gather goods for winter. With this text, students either write a letter from Frederick to the field mice or from the field mice to Frederick, using the point of view and the "voice" of the character(s). Letters from characters support students in distinguishing among different points of view in a story.

Letters from Authors

Letters from authors are written after students read or listen to a story, drama, or poem. Students consider the point of view of the author and compose a letter "from" the author, telling the class the reason for writing the piece. Students discuss their rationales in small groups or with the whole class.

News Articles

To create a *news article*, students write about a story event from the perspective of an outside reporter. Articles should consist of a clever title and a description of the event. Students can be encouraged to use a who, what, when, where, why, how format.