Teaching Perspective
Ideas and Printables

This link takes you to the Google Slides which have all been placed in one presentation.
Optical Illusion Pictures

It is fun to introduce a lesson on perspective with optical illusion illustrations. I have provided a few on the next pages that are in the public domain.

Duck or Rabbit
Young or Old Woman
Faces or Vase
Where to Find the Video

Youtube

Youtube

Vimeo

Vimeo
Point of View and Perspective

Check other products in this series on Teachers Pay Teachers:
Part 1 - 52 Organizers
Teaching Reading and Writing Skills with Animated Shorts Pt 1 [Digital + Printable]
Teaching Reading and Writing Skills with Animated Shorts Pt 1 [Printable]
Part 2 - An Additional 52 Organizers
Teaching Reading and Writing Skills with Animated Shorts Pt 2 [Digital + Printable]
Teaching Reading and Writing Skills with Animated Shorts Pt 1 [Printable]
Animated Shorts Christmas
Teaching Reading and Writing Skills with Animated Shorts [Digital + Printable]
Teaching Reading and Writing Skills with Animated Shorts [Printable]
Who is telling the story?

How does the narrator’s point of view change how the events are being described?

Why do you think the narrator described the events the way he did?

How would the story change if a different character was the narrator?
Who is telling the story?

• an octopus
• The camera remains on the octopus except for one small scene which shows the man driving down stairs and tumbling into the sea.

How does the narrator’s point of view change how the events are being described?

• The story follows the octopus.
• The viewer sees through the octopus’s eyes that the man is a butcher. He envisions his love being chopped up for a meal.
• The viewer does not know what happened to the man after he crashes his delivery truck.

Why do you think the narrator described the events the way he did?

• The viewer can emphasize with the octopus.
• The viewer feels the man is the villain. He is hurting the octopus by taking his love away.
• The viewer is pulling (cheering) for the octopus. The viewer wants the octopus to be successful.

How would the story change if a different character was the narrator?

• If the story were told from the man’s viewpoint, the viewer would have a better understanding of his feelings.
• The viewer would want the man to get back his possession.

CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
Picture Books

Duck! Rabbit! by Amy Krouse Rosenthal

Voices in the Park by Anthony Brown - This story tells about the same walk in the park from four different perspectives.

They All Saw a Cat by Brendan Wenzel - A bee, fox, and child tell how they see the cat.

The Cat Who Lived with Anne Frank by David Lee Miller and Steven Jay Rubin

Novels

Wonder R.J. Palacio

Because of Mr. Terupt by Rob Buyea

The Lemonade War by Jacqueline Davies

These novels alternate perspectives in different chapters. Often the same event is repeated from the perspective of a different character.
Fractured Fairy Tales

Three printables are provided on the next pages, one for each of the fractured fairy tales listed.

Since this is a free product, I have not included answer keys.
The Wolf Story: What Really Happened to Little Red Riding Hood by Toby Forward

Select three events from The Wolf Story and contrast them to traditional Little Red Riding Hood stories. Tell how the two perspectives change the story.

<table>
<thead>
<tr>
<th>The Wolf’s Perspective</th>
<th>Little Red Riding Hood’s Perspective</th>
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<tbody>
<tr>
<td>Event 1</td>
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<td>Event 2</td>
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<td>Event 3</td>
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Select 1 event above and explain whose side of the story you believe using proof from text.
1. Who is telling the story The True Story of the 3 Little Pigs?

2. Tell 3 ways you know the story is told from this perspective.
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

3. How would the story change if it was told from a different perspective?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Why do you think the author chose to tell the story from this perspective?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. Explain why you should or should not believe the wolf’s side of the story.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
It’s Not Jack and the Beanstalk by Josh Funk

1. What is unique about the way It’s Not Jack and the Beanstalk is told?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. What is Jack’s reaction to the narrator’s telling of his story?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. Why do you think the author most likely wrote the story using this perspective?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
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4. How does using this perspective help the reader better understand the characters?

_________________________________________________________________________________________
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5. List some pros and cons of telling a traditional story using this method of storytelling.

<table>
<thead>
<tr>
<th>Pros</th>
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Fables

Fables are terrific for perspective because they are short enough for students to easily rewrite the story twice from the perspective of each character. The only trick is to make sure the fable has 2 opposing characters.

Fables included in this printable:

• The Hare and the Tortoise
• The Lion and the Mouse
• The Town Mouse and the Country Mouse
• The Fox and the Crow
• The Ants and the Grasshopper
Fables

I have used this activity with 6th graders with success. Students rewrite a well-known fable twice. First from the perspective on Character A and then a second time from the perspective of Character B.

Fables are ideal for this activity because they are short.

Five fables are provided on the next pages. Both printable and digital [Google Slides] formats are included.

Instructions for Printing

In the printable version, students write the fable from Character A’s perspective on the first page. The original fable is on pages 2-3. Students then write the fable from the perspective of Character B on page 4.

1. Print the covers on colored paper.
2. Print the page with lines on one side of the paper and the page with the fable on the reverse side. This photos was taken with light behind it, so you can see the finished result.
3. Place the two-sided page on top of the cover. Fold the two in half.
4. Staple the pages together on the fold. See the photos below to see how to align your pages.

© Gay Miller
The Fox and the Crow
One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

"No need to search any farther," thought sly Master Fox. "Here is a dainty bite for my breakfast."

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, "Good-morning, beautiful creature!"

The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

"What a charming creature she is!" said the Fox. "How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds."

Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.

"Thank you," said Master Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your wits?"

The flatterer lives at the expense of those who will listen to him.
A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

A kindness is never wasted.
The Hare and the Tortoise
A Hare was making fun of the Tortoise one day for being so slow. "Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

The race is not always to the swift.
The Ants and the Grasshopper
The Ants and the Grasshopper

One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

There's a time for work and a time for play.
The Town Mouse and the Country Mouse

© Gay Miller
The Town Mouse and the Country Mouse

A Town Mouse once visited a relative who lived in the country. For lunch the Country Mouse served wheat stalks, roots, and acorns, with a dash of cold water for drink. The Town Mouse ate very sparingly, nibbling a little of this and a little of that, and by her manner making it very plain that she ate the simple food only to be polite.

After the meal the friends had a long talk, or rather the Town Mouse talked about her life in the city while the Country Mouse listened. They then went to bed in a cozy nest in the hedgerow and slept in quiet and comfort until morning. In her sleep the Country Mouse dreamed she was a Town Mouse with all the luxuries and delights of city life that her friend had described for her. So the next day when the Town Mouse asked the Country Mouse to go home with her to the city, she gladly said yes.

When they reached the mansion in which the Town Mouse lived, they found on the table in the dining room the leavings of a very fine banquet. There were sweetmeats and jellies, pastries, delicious cheeses, indeed, the most tempting foods that a Mouse can imagine. But just as the Country Mouse was about to nibble a dainty bit of pastry, she heard a Cat mew loudly and scratch at the door. In great fear the Mice scurried to a hiding place, where they lay quite still for a long time, hardly daring to breathe. When at last they ventured back to the feast, the door opened suddenly and in came the servants to clear the table, followed by the House Dog.

The Country Mouse stopped in the Town Mouse's den only long enough to pick up her carpet bag and umbrella.
"You may have luxuries and dainties that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and security that go with it."

Poverty with security is better than plenty in the midst of fear and uncertainty.
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