



## wasatch range writing project Demonstration Lesson Format

### **Lesson Title: Learning Point-of-View Analysis**

#### **Burning Question:**

What does the Common Core, and writers in general, mean by POV and POV-analysis, and can our students use it in their analysis of documents?

#### **Objectives:**

Students will be able to recognize a variety of POVs in a variety of documents.  
Students will discuss POV when they examine documents, in essays and in class.

#### **Context:**

#### **Materials:**

- \**Cracking the AP European Examination* book (you will not have this, but I'll pass one around).
- \*Handout on DBQ Questions
- \*Powerpoint presentation

#### **Time Span:**

Two days (two hours in class; a block day and a regular class period)

#### **Procedures:**

- 1) Students will have read the chapter on DBQs in *Cracking the AP European Examination* before coming to class.
- 2) Students take notes (on their handout) on PPT, and in the course of that ask questions.
- 3) Students write responses to prompts during PPT presentation.
- 4) Finally, in class students write a paragraph around a group of three documents.
- 5) The class de-briefs on how well they followed the various protocols for DBQ essays.  
during this I have them underline their POVs, or attempts and have them hand in.

#### **Extensions:**

These skills can be used for analyzing all sorts of things in everyday life: op-ed pieces, political cartoons, speeches, television shows, documentaries.

They can even be used to look at creative prose and poetry, if one knows enough about the author.

#### **Rationale:**

Students need modeling in order to understand these skills; here, we break the process down into understandable steps that make such analysis easier to do.

#### **Resources:**

Various materials from the College Board online (home of one of the least user-friendly websites on the planet:), and from presenters at AP workshops. Also, suggestions from colleagues at AP workshops.

DRAFT

## **POINT OF VIEW:**

### **WHY IS POINT-OF-VIEW (POV) IMPORTANT?**

AP readers want to see explicit instances where the student shows an awareness that documents are not merely statements of fact, but descriptions, interpretations, or opinions of events and developments made by particular people in particular places at particular times, and often for specific reasons. In general, the idea is to analyze the motivation or reliability of the sources. For example, a statement made about health by a medical authority is probably more reliable than a piece of political propaganda. Or a diary entry is more reliable for showing true thoughts than a speech given in public.

### **HOW CAN STUDENTS DEMONSTRATE POV?**

#### **Authorial point of view**

Students show awareness of how the gender, occupation, class, religion, nationality, political position, or ethnic identity of the author may have influenced the views that are expressed. NOTE: you can't just say "Rusow is a Lutheran", you have to say what shows it, how his Lutheran-ness impacts the document.

For Example: "Baltasar Rusow, as a Lutheran pastor, was naturally upset by the celebration of a Saint's Day since Lutherans did not venerate saints."

#### **Reliability and accuracy of source:**

Students critically examine a source for its reliability and accuracy by questioning whether the author of the document would be in a position to be accurate and/or would likely be telling the truth. The student can also evaluate the type of source, e.g., a letter or official report may, as different types of sources, vary in their probable reliability. Is it propaganda? Reliable?

For example:

"R. Lassels's report of the Carnival celebrations in Italy is probably accurate because as an outside observer, he is more objective."

"R. Lassels's report of the Carnival celebrations in Italy is probably inaccurate because as an outside observer, he would not fully understand local customs."

Mrs. Gaskell's negative opinion of the people is in a private letter; she probably would not have said the same things in an official report."

#### **Grouping documents by POV (note: one group=one POV)**

When students group the documents by authorial POV, or reliability, etc., they are showing awareness that certain groups of documents will express similar views or consider events in a similar light. When this is done, though, it is only one POV. You may, however, differentiate two within the group and get another POV credit.

#### **Tone or intent of the author**

Technically, students may examine the text of a document to determine its tone (e.g., satire, irony, indirect political commentary, etc.) or the intent of the author. I recommend that you not rely on this; if you get an extra point, great, but don't count on it.

## DBQ, POV, and Analysis

**The Question: Analyze attitudes toward and responses to “the poor” in Europe between approximately 1450 and 1700.**

Below are three documents that form a likely group. Use the three to write a paragraph addressing the question above. Do the documents primarily represent an attitude or response? How do the three documents work together to show that attitude or response toward the poor? What do they have in common that make them a ‘group’? What can you say about POV/bias/reliability/tone/etc.?

### **Document 4**

Source: Emperor Charles V, imperial decree for the Netherlands, 1531.

Experience shows that if begging for alms\* is permitted to everyone indiscriminately, many errors and abuses will result, for they will fall into idleness, which is the beginning of all evils. They and their children will abandon their trade or occupation for a wicked and contemptible life and condemn their daughters to poverty, unhappiness, and all manner of wickedness and vice. Above all, those who are poor and sick, and other indigents unable to earn a living, should receive food and sustenance, to the glory of God, our Savior, and according to His will.

\*Charitable gifts of food or money

### **Document 5**

Source: Town council, meeting minutes, Rouen, France, 1542.

—Those who are unwilling to work should indeed be expelled from the city, but those who are simply unable to find work should not be treated thus. Instead, they should be put to work on sites in the city in exchange for food until such time as they succeed in finding work in their trades.

—Idleness is harmful to the public good and should not be tolerated. Idlers should not be considered as poor.

—Before expelling the poor from the city we must consider whether our defensive capacity would not suffer from such a measure. After all, it is the people, and not the judges and the councillors, who will fight if the need arises.

### **Document 8**

Source: Cardinal Richelieu, royal councillor, unofficial statement on poverty, France, 1625.

Instead of working as they should to earn a living, vagabonds and good-for-nothings have turned to begging, taking the bread from the sick and deserving poor to whom it is due. We desire that in every town in our kingdom rules and regulations for the poor should be established, so that not only all those of the said town but also of the neighboring areas should be confined and fed, and those who are able to do so should be employed on public works.