

T E X A S A D U L T E D U C A T I O N S T A N D A R D S
L E S S O N P L A N

Before you begin

Title: Finding Point of View: Practical Practice with Memos

Setting: ABE/ASE

NRS Level(s): Level 1: Beginning ABE Literacy
Level 2: Beginning Basic Education
Level 3: Low Intermediate Basic Education
Level 4: High Intermediate Basic Education
Level 5: Low Adult Secondary Education
Level 6: High Adult Secondary Education

Open entry/exit: Yes

Context: Academic

Standard(s): Read with Understanding

Benchmark(s): 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Objective: To understand reading different points of view.

Materials:

- Memo and Point of View files (pages 4-7 of this lesson)
- Northcutt, E. (Ed.). (2002). *GED Language Arts, Reading*. Steck-Vaughn.
- Gallagher, J. (2006). *Contemporary's Top 50 Reading Skills for GED Success*. McGraw Hill.

Estimated time needed to prepare for this lesson plan: 30 minutes

Estimated time needed to complete this lesson plan: 1.5-2 hours

The Lesson Plan

Introduce the lesson:

Introduce the concept of point of view. Ask learners what it is and have a discussion. For further illustration, draw a picture of a steep mountain, and place stick figures of people at different heights on the mountain. Point out that although all the people were looking at the same view emphasize how they see the view differently depending on where they were located on the mountain.

Teach the lesson:

Refer to pgs. 54-55 from the book *Top 50 Reading Skills for GED Success*. These pages define “author’s point of view.” Discuss the definition, and then practice analyzing author’s point of view as a class using the exercises on page 55.

Hand out *Produce Memos* (attached). Instruct the students to imagine that they are produce workers at a local supermarket. Ask them to read through the first memo—the *Produce Manager’s Memo*. Then have students give their initial reaction to the memo. Have a small discussion about this. Assign students to pairs and have them answer the questions for the Produce Manager’s Memo. After they have finished the questions, as a class review students’ answers. Read the second memo as a class together, and talk about the differences in the points of view of the two authors. Point out that the subject of the memo is the same, but each author’s point of view about the subject is portrayed differently.

Practice the lesson:

Assign the second memo—the *Assistant Produce Manager’s Memo* and questions for homework (or later class-work).

Refer to pgs. 43-47 from Steck-Vaughn’s “GED Language Arts Reading” book as a practice quiz. The point of view questions on these pages are similar to those asked on the actual GED reading test. To make the quiz a little more realistic, give the students a time limit of about 23-25 minutes to complete the questions.

Assess the lesson:

Individual students will be able to show understanding of the concept “author’s point of view” by how accurately they respond to the analysis questions from the second memo (the *Assistant Produce Manager’s Memo*).

Also, how students perform on the practice quiz should show their ability to answer GED-type questions about point of view AND how well they work under the pressure of being timed.

Discuss memos in general and how the students would feel/think if they really received memos like these in their own workplace. Talk about how important it is to discover what an author’s point of view is by analyzing the words and tone used in the text.

Students can make progress toward their goals by 1) completing the assigned homework (the *Assistant Produce Manager’s Memo*), and 2) continuing to practice “point of view” questions from GED textbooks, which will always be available if they ask the instructor.

Apply the lesson to the real world:

Students will gain more familiarity with the purpose of memos in the workplace, and learn the importance of being able to determine point of view in various situations. Also, both in the workplace AND in school, students will have to be able to look for key words and tone to understand the point of view.

This lesson can also be applied to GED testing. Students who take the GED practice quiz will gain familiarity with how they may be tested regarding their understanding of the author's point of view. In addition students will be more familiar with taking timed tests.

Submitted by: Kiersten Lee

Produce Manager's Memo

MEMO

To: All Produce Employees
From: Blaine Jorgenson, Produce Manager
Date: October 4, 2006
Re: September's sales, looking at October

Even though the September weather was hot here in San Antonio, our produce sales were *not*. In fact, our sales for September went down 33% since August. Also, we made less profit this September than last September (we went down 25% compared to last year).

I'm not sure where to lay the blame for this unfortunate month, but I think we all know our own work ethic may be part of the problem. Hard work is the number one priority in this department. If we fail to keep the display racks looking full and fresh, we reap the rewards of low sales. For example, during one of my "random checks," I personally noticed several badly bruised and brown bananas left out on display when there were perfectly ripe and ready bananas sitting unstocked in the back room.

Later that same week, I had to deal with a customer complaint regarding the peaches. The customer told me she came early one morning to buy her produce, expecting to find a fresh, well-stocked supply of everything. She told me right away she noticed the peaches display. She said she was disgusted and nauseated by what she saw. She found not one peach that was not completely soft, brown, full of holes, or moldy. The customer made it very clear that she was no longer shopping at our grocery store—just because of the horrible state she found our peaches in.

I will be performing more "random checks" this month, and have also enlisted several "secret shoppers" who will be checking on this department and its quality. As a result, I hope to see October's sales go up.

Assistant Produce Manager's Memo

MEMO

To: All Produce Employees
From: Trish Farnsworth, Assistant Produce Manager
Date: October 4, 2006
Re: September's sales, looking at October

Hooray! October is here and Halloween is just around the bend. The pumpkins and other squash are coming in by the crates, and the opportunity for great Fall sales is here. Last month our sales were a little low, so now this month, with the holidays upon us, we can get excited and get in gear to make a full comeback.

I have developed a new "Works for Perks" program for our department, which I'll explain in detail at the next staff meeting. But, just to get you excited, I'll give you a quick preview. Basically, as you are working, both Blaine and I will be watching. When we notice extraordinary hard work and effort in your daily tasks, we will give you a "perk" token. Tokens can be redeemed at the end of each month for some really great prizes.

I'm excited for this new program and for the holidays to roll in. Let's work hard together to ensure wonderful October sales.

Point of View – (re: *Produce Manager's Memo*)

Name _____

1. What situation is discussed in this memo?
2. What does the manager think is the cause of the problem?
3. Is the manager's point of view about the situation positive or negative?
4. List some key words and phrases from the **first and second paragraphs** that helped you determine the manager's point of view:
5. List some key words and phrases from the **third and fourth paragraphs** that helped you determine the manager's point of view:
6. What is the manager's solution to the problem?
7. If sales are low again in October, what do you expect the manager will do?

Point of View – (re: *Assistant Manager's Memo*)

Name _____

1. What situation is discussed in this memo?
2. What does the assistant manager think is the cause of the problem?
3. Is the assistant manager's point of view about the situation positive or negative?
4. List some key words and phrases from the **first and second paragraphs** that helped you determine the assistant manager's point of view:
5. List some key words and phrases from the **third paragraph** that helped you determine the assistant manager's point of view:
6. What is the assistant manager's solution to the problem?
7. If sales are low again in October, what do you expect the assistant manager will do?