

## Lesson 2

### Perspective

#### Objective:

- Students will understand the importance of perspective when studying history.
- Students will recognize they have a unique perspective to contribute to the course.
- Students will understand that having an understanding of other perspectives can help them grasp a better view of History.

#### Tasks:

- Teacher asks students to define perspective: What is it? What words help you understand perspective? Where have you heard it before? Words can be copied to white board.

#### Introduction:

Perspective is an important idea to consider when studying history. Activity will help students understand the importance of perspective in history.

(Students will be asked to bring a small item from home the day before.)

Students will be given a poster paper to be folded into 4 parts.

- First square: students will be asked to place their item from home directly in front of them. Students will then be instructed to sketch item onto paper. It's important that students are not asked to focus on drawing (copying), but sketching lines. They are to try and capture each line to help them create their small item. Encourage students to use different techniques that will help them capture what they SEE, ie. shading etc.
- Second square: students will then be asked to move item (turn it on side, flip it over, etc) and sketch from different angle. Same instructions apply. Students are to only sketch what they see.
- Third square: Students will be asked to pick a portion of their item and magnify it. Go big, draw it magnified, not changing detail, just everything bigger.

#### Gallery Walk:

Students will be asked to place their item on their desk next to their poster paper. The class will walk around noticing what each student sketched. Ask students not to make value judgments (this one is good, this one is bad) but simply to notice what the artists were seeing when they sketched the item.

**Class Discussion:**

As a group, discuss what each student noticed.

**Have students compare:**

- Square one and two: What do you notice? The students should hopefully see that an object can look very differently depending on where you are looking at it from. The limitation here is that you don't see the whole object.
- Square one and two vs. square three: The students should hopefully see that when you magnify an object, focus on one side you have an opportunity to focus on the detail, become an expert on that piece. The limitation here is that you don't see the whole object.

**Ask students to reflect on the limitations:** How can you see the whole picture?

- Ask them to think about the gallery experience – what was it like to observe what others saw...how others interpreted what they saw...what detail they highlighted etc. The idea here is to guide students to understand that to see the whole picture they have to be open to SEEING other perspectives as well as understanding their own perspective (Point of View).
- A Point to add = Different people can view an object in different ways – example: (a rock) A child view- something to play with; others can see a rock as something that can be used to hurt someone else; a different person can see a rock to be used to protect (building a structure) etc.

**Close:**

What different perspectives are available to us in this classroom? Ask student to reflect on the different point of views they can contribute to our class discussions. They look at the world with different lenses each lens has a unique contribution. Different POV's: age, gender, culture, honor student etc.

- Have students answer these two reflection questions on 4th square:
  - o How will perspective open up your mind to new ideas this year.
  - o What different POV's can you contribute to this class?