

IC-6 Multiple Perspectives

SUBJECT

SL Classroom

GRADE

10-12

LENGTH

~1 hour

OVERVIEW/RATIONALE

The ability to interpret events from multiple perspectives is key to negotiating multicultural interactions. Interpretive frames are influenced by culture, but they are also influenced by one's experiences and historical events and discourses that shape how particular groups of people view events. In this lesson, students will write a story about a provocative picture from an assigned perspective. They will then discuss the various representations of the same scenario and analyze how historical events would have shaped the different perceptions.

TEACHER GUIDE

OBJECTIVES	<p>Students will be able to write a story about a provocative scenario based on a predetermined perspective.</p> <p>Students will be able to recognize the influence of historical context on the perspectives adopted by different people.</p>
MATERIAL	<p>Print off resources IC-6.1, IC-6.2, and IC-6.3. Enough copies should be printed so that each student has one resource and equal numbers are distributed around the classroom.</p> <p>Print off exit slips for each member of the class. The exit slip should contain the following prompt: Explain how history and context influence how people interpret events.</p>
ACTIVITIES	<p>Ask participants what they know about the recent military campaigns of the United States in Afghanistan and Iraq? <i>Que connaissez-vous au sujet des campagnes récentes des États-Unis en Afghanistan et en Irak?</i> What motivated the United States to invade the two countries? <i>Qu'est-ce qui a motivé les États-Unis à envahir les deux pays?</i> How have the wars affected the local populations in the countries and American citizens? <i>Comment les populations locales de ces pays ainsi que les Américains ont été touchés par les guerres?</i></p> <p>After engaging learners in a discussion about recent wars in Iraq and Afghanistan, hand out the worksheets to the class. One-third of the class should receive IC-6.1, one-third should receive IC-6.2, and one-third should receive IC-6.3. Ask learners to read the instructions on the worksheet and write a story from the assigned perspective (IC-6.1 has not been assigned a perspective, so students will write from their own point of view. IC-6.2 has been assigned the perspective of an American citizen and IC-6.3 has been assigned the perspective of an Iraqi citizen). Provide adequate time for students to craft and proofread their stories. You may want to assign the completion of the story for homework and separate the lesson over two days.</p>

TEACHER GUIDE

	<p>Ask students to gather in small groups with students who had the same worksheet (for example, students who had IC-6.1 would gather together in a group). Ask them to share their stories and highlight similarities or differences in the stories. Also, ask learners to comment on the manner in which their particular perspective was represented or revealed in the structure and tone of the story. As students are sharing, the teacher should move around the room and note examples of stories that represent the assigned viewpoint well.</p> <p>Reconvene as a whole group and ask a few students who wrote from their own perspective to share their stories. Ask other members of the group to comment on the commonalities of the stories. Repeat the same process with the groups who wrote from the perspective of an Iraqi citizen and American citizen.</p>
PROMPTS	<p>Facilitate a discussion about the stories using the following examples as potential prompts: Why were there similarities and differences between the stories written from the same perspective? <i>Pourquoi y avait-il des similarités et des différences entre les histoires écrites selon la même perspective?</i> Whose story was most accurate? <i>L'histoire appartenant à qui était la plus précise?</i> Why? <i>Pourquoi?</i> Who was the 'good guy' in the story? <i>Qui était la 'bonne personne' dans l'histoire?</i> Why was this different between stories? <i>Pourquoi était-ce différent entre ces histoires?</i> Is there ever truly a 'good guy' or 'bad guy' in a scenario? <i>Y a-t-il véritablement une 'bonne personne' ou une 'mauvaise personne' dans un scénario?</i> How would the American perspective change if they understood the pain and suffering of the Iraqi people? <i>Comment la perspective américaine changerait-elle si les Américains comprenaient la douleur et la souffrance des Iraquiens?</i> Is it possible to truly understand somebody without knowing their life experiences and the history of their people? <i>Est-il vraiment possible de bien comprendre quelqu'un sans connaître ses expériences de vie ainsi que l'histoire de son peuple?</i></p> <p>Conclude the lesson by having learners complete the exit slip. The exit slip contains the prompt: Explain how history and context influence how people interpret events. <i>Explique comment l'histoire et le contexte ont une influence sur la façon dont les personnes interprètent les événements.</i></p>

RESOURCES

- IC-6.1 Multiple Perspectives
- IC-6.2 Multiple Perspectives
- IC-6.3 Multiple Perspectives

NOTES