

## **Perspectives in History: Looking at a historical event through multiple lenses**

### **Timing of Presentation: Day 2, "Sharing"**

#### **Purpose:**

- Students will apply their concept of perspective taking to a historical event. Students will see the common importance of perspective taking in all historical events by connecting the story of Christopher Columbus (or whichever historical event you choose to study) to the Oklahoma City Bombing.

#### **Materials:**

- Sunglasses with different colored lenses (used with Voices in the Park)
- Where Do You Think You Are Going, Christopher Columbus? By Jean Fritz
- Follow The Dream: The Story of Christopher Columbus by Peter Sis
- Encounter by Jane Yolen
- Morning Girl by Michael Dorris
- I-Chart for each child (adapted from Dimension of Literacy by Stephen B. Kucer)
- Large copy or overhead copy of I-Chart

#### **Instruction:**

1. Put on the glasses. Ask students if they remember their "perspective lenses?"
2. Ask students to discuss what perspective is and its importance.
3. Ask for volunteers to share one example from their Perspective Journal (optional).
4. Remind students to continue to make entries in their Perspective Journals and remind them that the purpose is so that they can pay attention to perspectives that are heard and unheard in order to understand the world around them and know where and how to make positive changes.
5. Tell students that today they are going to look at an event in history from multiple perspectives to better understand it.
6. Divide the class into two groups. Tell the students that each group will be reading a different book about Christopher Columbus's exploration of America. After reading the book, the group needs to discuss what information to put into their I-Chart. Each group needs to fill out their section of the I-Chart on their individual copy.
7. Go over the I-Chart and ask for any questions about what to do.
8. Have students get started reading their books and filling out their I-Charts.
9. After each group has completed their task, ask a representative from each group to share what their group wrote in their I-Charts. Fill out the overhead or large copy as each group shares.
10. Ask students what they notice about the information in the I-Chart.
  - a. What questions do you have about the information your group or other groups came up with?
  - b. Were all of the versions of the story the same?
  - c. What perspective was presented in each?
  - d. How did the different perspectives change the focus of the story?

- e. Is there a right or wrong way to view this historical event or does it depend on the perspective from which you view it? How does the author contribute to the perspective presented?
11. Fill out the "What We Know" and "Summary" sections of the class I-Chart as a class.
  12. Ask students to give a conclusion on what they learned today about history and perspective (make clarifications as needed).
  13. Present today's power action of the day: sharing
  14. What examples of sharing did you see today?
    - a. How does sharing affect our understanding?
    - b. Why is sharing important when studying history?
    - c. How can sharing with others and listening to others' sharing affect your goal of making positive changes in your life and the lives of others?
    - d. How does this study of Columbus connect to our Week of Hope unit and the Oklahoma City Bombing?
      - i. (The goal here is for students to recognize the pattern that looking at different perspectives builds understanding so that we can see where we need to take action).
    - e. Set a class goal for sharing. Post this goal and refer to it.
  15. Follow the model set up in "The Change" lesson to write about sharing to contribute to the class book.

**Assessment:**

- Look at students' I-Chart contributions. Examine their entries to determine if they were able to take on each perspective.

**Extensions and Alternatives:**

- Use another historical event to practice perspective taking and to make this connection. Find books that present different perspectives on the event (this does not mean that the perspectives have to conflict, they just need to be different angles from which to look at the event). Use the same lesson model for the historical event you choose.
- Have students read the section in their Social Studies textbook about the historical event you choose. Have students add this source to the I-Chart and discuss this perspective. Who publishes the text? Why do you think they chose this perspective? Does it make it wrong or just different?



