**Name: Steven Shapiro**

**Perspectives Project**

**Mosaic 1 (first year program, high school juniors and seniors)**

**Six-week project**

**Global Ed Concepts: Perspective Consciousness, Intercultural Education**

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| **Stage 1 Desired Results** | | |
| **Ohio’s New Learning Standards: Contemporary World Issues Course Syllabus**  Contemporary World Issues  Theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.  Content Statements:   1. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues. 2. Individuals can assess how effective communicators address diverse audiences. 3. Individuals can identify, assess and evaluate world events, engage in deliberative  civil debate and influence public processes to address global issues.   Content Statements:  8. Beliefs about civil and human rights vary among social and governmental systems.  Topic: Global Connections  The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.  Topic: Civic Participation and Skills Individuals and groups have the capacity to engage with others to impact global issues.  Topic: Civil and Human Rights  There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.  June 2012 Page 16 of 21  Ohio’s New Learning Standards: Contemporary World Issues Course Syllabus   1. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.   American History  Content Standard 2: The use of primary and secondary sources of information includes an examination of the credibility of each source.  Content Elaborations  The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:   1. The qualifications and reputation of the author; 2. Agreement with other credible sources; 3. Perspective or bias of the author (including use of  stereotypes); 4. Accuracy and internal consistency; and 5. The circumstances in which the author prepared the  source. |  | |
| *Students will be able to independently use their learning to…*   1. Identify and analyze cultural transmitters that shape perspective/world view. 2. Recognize their own perspective and interrupt scenarios where it appears to them as the only way to interpret scenarios. 3. Understand and appreciate the perspective of others, enabling them to appreciate and respect how others see the world. 4. Analyze historical and contemporary events through multiple lenses. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * My view of the world is shaped by   outside forces that often escape my  conscious detection   * I hold both explicit and implicit assumptions about how the world   works.   * I may be similar in essential ways to people in other cultures, situations,   or historical eras who, at first glance, appear very different from me.   * By noticing my own perspectives   and those of others, I can choose to  modify my view of the world.   * If I am aware of my own and others’ perspectives, I can be a more effective collaborator, especially in diverse settings. | ESSENTIAL QUESTIONS   * To what extent have I chosen my perspective and to what extent has   it chosen me?   * How might my view of the world be   different had I been born in a  different time, place, and/or  circumstance?   * What unexamined assumptions about the world do I carry with me every day? What impact do those assumptions have on the way in interact with others? Do the assumptions increase or decrease my sense of happiness/well-being? * How does my perspective influence how I see myself as a student, a learner, and a collaborator? * How can the diverse perspectives of students in Mosaic contribute to my learning and create a stronger community? |
| ***Acquisition*** | |
| *Students will know…*  Student knowledge will vary depending upon the topic students choose to study. While each student will learn from other groups, students will develop particular content knowledge in one of the following areas:  Israeli-Palestinian conflict  American underclass  Women’s role in society  Homosexuality  Japanese internment camps  War on Drugs  Immigration  America’s role in the world  Atomic bombing of Hiroshima & Nagasaki  September 11  1960s counterculture  Feminine beauty  Institution of Marriage  The afterlife  Body modification  Global climate change  American civil rights movement | *Students will be skilled at…*   1. Analyzing and interpreting primary source texts. 2. Identifying and determining the reliability of a wide range of online research sources including sites from non-western sources. 3. Writing a formal research paper utilizing MLA format. 4. Conceiving, writing, and performing a dramatic scene depicting multiple perspectives on a historical or contemporary event or theme. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Evaluate the validity of a variety of research sources, develop a clear thesis with logically organized supporting evidence, demonstrate mastery of writing mechanics, analyze a historical or contemporary issue from a specific perspective, demonstrate mastery of MLA style and research writing conventions including in-text citations and works cited page | **1. Perspectives Research Paper**- Students will form groups of 3-4 based on an historical time period, era, issue, or event of interest to them. Each student will write a short (three pages of text) research paper on a perspective related to her/his topic. The paper should have standard MLA style formatting (typed, double-spaced, 1-inch margins, Times New Roman, 12-point font) and a properly formatted Works Cited page. | |
| 2. Analyze literature with historical content from the perspective of a particular character/author, present oral literary analysis, compare perspectives of characters/authors writing about the same topic from different perspectives | **2. Literary Discussions**- Each group member will choose a different book to read that tells the story of the time period, era, or event *through the lens of a particular individual or group* (i.e. historical figure, fictional character, etc.). The book may be biography, autobiography, memoir, fiction, essays, or poetry. As they read, students will pay particular attention to how time, place, circumstance, and other factors influence the development of an individual perspective. Students will complete preparatory sheets for each literary guild and share their knowledge with their fellow group members. The 2nd lit discussion will include a “process drama” where each student will play the role of the author or a character from the book. | |
| 3. Create a vignette that demonstrates how a single issue can be seen from four different perspectives, collaborate with teammates to create a single product, utilize dramatic devices to bring emotion to an original scene | **3. “In the Shoes of Another” Presentation**- Each lit group will prepare and present a five-minute dramatization illustrating how each group member’s ideas or perspectives might be different had they lived in this other time and/or place. Each dramatization should include the following:   * Persona—group members should take on the attitudes, demeanor, and maybe even speech patterns of characters * Dress—costumes or simply an accessory or two to convey the time period * Props—what can be added to the scene to make it feel authentic? | |
| 4. Analyze learning experiences in relation to the unit’s enduring understandings, compare activities to find similarities in theme, express ideas about perspective verbally using specific examples for support | **4. Perspective Development Synthesizing Seminar-** Students will be engaged in a variety of activities that provide opportunities to extend and deepen their thinking about perspective development. These activities may include readings, guest speakers, and community experiences. Students will write about the connections and engage in a synthesizing seminar analyzing the relationship between the activities and the project’s Enduring Understandings. | |
| 5. Reflect on forces that have shaped personal perspectives/world views, creatively express perspective through original art | **5. Perspectives in Art**-Students will create an artistic representation of how their individual perspective has been shaped, describing the influence in an accompanying typed artist’s statement. | |
| Analyze texts, guest speakers, and field trips Connect classroom learning to personal experiences  Consider new ideas and evaluate personal world views  Demonstrate respect for and appreciation of the perspectives of others | **OTHER EVIDENCE**  6. Informal assessment of notes taken in Mosaic notebook  7. Informal assessment of written and verbal reflections in class  8.Observation of groups during collaboration/work time  9. Informal assessment of class discussions  10. Informal assessment of student behavior during speakers and field trips  11. Informal assessment of student contributions that extend learning from class on the group Facebook page | |
| **Stage 3 – Learning Plan** | | |
| 1. **Meeting on the Congo**- Before formally introducing project, tell students we are going to do a lesson on text analysis. Pass out Meeting on the Congo reading to students- half get Henry Stanley’s first person account, half get King Mojimba’s account but students don’t realize there are two different versions. They respond to the following prompts: 3 adjectives to describe the Europeans, 3 adjectives to describe the Africans, Whose fault was the conflict. Allow discussion to eventually lead to the realization that the histories were written from different perspectives. 2. **International Guest Speakers** (local high school and college exchange students)- Focus on how they came to think of the U. S. as they did, surprises, and what they learned about their own perspectives by being in a new culture. 3. **Video: A Time for School (PBS)-** discussion about the difference in perspectives about education among the international students featured in the documentary. 4. **Star Power Simulation**- Introduction to the relationship between socioeconomic status and perspective. 5. **Reading: White Privilege: Unpacking the Invisible Knapsack** by Peggy McIntosh 6. **Panel Discussion on White Privilege** featuring guests from the Ohio State office of Multicultural Affairs and the Hale Black Culture Center 7. **Straight Privilege Panel**- extend the concept of privilege with guest panel including gay, lesbian and transgendered speakers. 8. **Perspectives in Art**- Students examine art at the Columbus Museum of Art with a partner, interpreting the meaning of selected works in writing. Partners compare interpretations, discussing how each of their own particular worldviews shaped the way they interpreted the art. 9. **Guest Speaker, Representative of Mercy for Animals**- discussion of factory farms and challenges to students assumptions about meat and their food sources. 10. **Field Trip to local animal farm**- learn about the economic and moral perspectives of someone who runs a small animal farm. 11. **Out of the Box**- Groups of students draw a box on newsprint paper. Inside the box they will write “Be a lady” and all the things girls should do to be “ladylike”. Then they fill the space outside the box with words people use in response to women who are outside the ladylike box. Then do the same for “Be a man.” Discuss gender expectations and how our perspectives of gender are formed. 12. **Resaerch Paper**- Students each choose a topic to study for their lit discussion and research paper from the list of historical events/themes provided. Facilitators create groups of four students who will work together on the paper, lit discussions, and presentation. The four students in each group each write a research paper focus on a specific distinct perspective on their topic. For example, the Feminine Beauty group may have one student writing a paper on footbinding in China, another on beauty ideals in 1950s America, another on beauty standards in modern African-American communities, and another on the women portrayed by Baroque artist Peter Paul Rubens. 13. **Literature Discussions**- Each student in a given group reads a book about the topic featuring a unique perspective on the topic. For example, the Bombing of Hiroshima group may have one student reading the memoir of the pilot who dropped the bomb, one reading a history of Truman’s decision, one reading a book by a survivor of the bombing, etc. Ideally the book choice will align with the student’s research paper topic. 14. **In the Shoes of Another Presentation**- Students will create an original performance that demonstrates the particular perspectives they researched. Each group will design a 6-8 minute presentation including a historical background and a dramatic scene capturing the uniqueness of perspectives related to the group’s topic. 15. **Guest Speakers and Essays**- American expats and former Peace Corps volunteers discuss how their perspectives changed as a result of leaving American culture for an extended period of time. 16. **Synthesizing Seminar**- Students reflect on the many activities, speakers, field trips, and assignments of the project. They attempt to connect specific learning experiences to each of the project’s Enduring Understandings. The final assessment is a synthesizing seminar where students discuss the relationship between the project activities and each of the understandings. | | |