

4th Grade

4th, Lesson 13 - What Affects People's Perspective

Purpose

The purpose of this lesson is for students to explore the perspectives from which others view the world, and how our perspectives are viewed through various lenses.

Key Student Objectives

- Learn that we all have different perspectives based on various factors.
- Explore how culture, community, family, and experience affect our perspectives.

Time	Standard	Classroom Resources	Music in This Lesson
Normal 30-45 min	<ul style="list-style-type: none"> • ASCA: B-SS 2., B-SS 4., B-SS 8. • SSWAA: G3.2. 	<ul style="list-style-type: none"> • Materials <ul style="list-style-type: none"> ◦ The World We See - Lyrics ◦ Showing Your Perspective - Worksheet ◦ Emotions Journal - Worksheet ◦ Free Write Page - Worksheet ◦ Reflections Worksheet ◦ Mobile Devices - (optional) 	The World We See

GATHERING

Bringing students together on the carpet or chairs

1. What Affects People's Perspectives

- The theme and focus of this lesson is "What Affects People's Perspectives."
- Gather the students together either standing, sitting, or in chairs.
- The teacher will stand in the front of the room next to the screen. Interactive boards are encouraged but not required. The teacher will need a projector.
- Press the Play Button at the bottom of the screen to add music to the gathering of your students.
- Note: The music has no words and is different from week to week.
- Be sure to click on Worksheets in the Lesson Summary window to get the worksheet: Showing Your Perspective. This worksheet will accompany Screen 6.
- For helpful gathering strategies, click on the Menu button on the bottom left of the screen, click on Tools, then Teacher Tools. Some suggested activities:
 - Under Basic Tools, use the Stopwatch & Countdown Timer to time the students to move from their desks to the gathering location.
 - Use Prepare Your Body to warm up once the students have moved to the gathering location.
- Note: On screens that have a Mobile tab under Menu, students may use iPads or mobile devices to scan the QR code. The screen will be delivered to the device and will allow students to do the activity independently or in a small group.



ENGAGE

Warm up the students and get their attention

2. Topic Discussion - What Affects

People's Perspectives

- The Topic Discussion provides an opportunity to explore students' prior knowledge and to prepare them for the upcoming lesson.
- Select Sentence Stem on the toggle button on the bottom left of the screen to turn Sentence Stems on or off. Sentence Stems are offered so that when leading a discussion, students are able to see how to frame a response to a question, and they provide an entry point for all students to be a part of the discussion.
- Select Sentence Stem off to see questions only.
- Toggle Game Mode On/Off:
 - If Game Mode is On: Click Start and answer questions each time the music stops.
 - If Game Mode is Off: Click the Play Button. Music will begin playing. Click the Pause Button to make a question pop-up. Click Play to resume play and Pause as many times as desired.
- Press Reset to start over.



INTRODUCE

Tell students about today's lesson

3. Lesson Mindset - What Affects

People's Perspectives

- Read the Lesson Mindset: "Culture, family, community, with experience shape the world we see." out loud. This screen reinforces the theme that our backgrounds affect our perspective.
- Invite the students to explain what the phrase means to them; ask them if they have examples they can share with the class.
- Click the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase:
 - Play Button/Song Lyrics - Sometimes the Lesson Mindset comes from the song in the lesson. If this is the case, selecting the Play Button will provide you a preview clip of the song with the lyrics.
 - Blanks - Fill in the missing words from memory. Note: The Draw Tool is helpful for the Blanks button.
 - Monkeys - Monkeys will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered.
 - Wacky Words - fill in the blanks with the correct part of speech and read the wacky phrase.
 - Paraphrase - Say and type the Lesson Mindset in your own words.
 - Analyze - Discuss the answers to each question.
- Higher Order Thinking Questions:
 - Level 1: What is the definition of perspective?
 - Level 1: When is a time that you did something that was normal for your family, but seemed unfamiliar to one of your friends?
 - Level 1: Who is a person that is a friend who makes different choices from you?
 - Level 2: How is background the same as culture?
 - Level 2: How are opinions different than beliefs?
 - Level 2: How can you describe "tradition"?



EXPLORE

Finding out more about the theme

4. The World We See (Lyrics)

- This screen reinforces the theme that our backgrounds affect our perspectives.
- This song introduces the idea that, regardless of background, experiences, and beliefs, we can get along and show kindness and consideration.
- A catchy song is a very powerful means of communicating a message to a student.
- Listen to The World We See once and discuss any words or phrases that they may not understand.
- Read through the verses using the Draw Tool to highlight keywords, such as perspective, background, and experience. To access Draw Tool, click Menu in the bottom left hand corner, then Draw.
- Discuss the lyrics of the song, and invite students to share information about their backgrounds.
- Listen to the song again, and have students join in with the song if they feel comfortable.
- Discuss the chorus of the song.
- Reinforce learning opportunities by creating movements that represent the keywords of the song.
- Students can either join in or listen to the song as time permits.
- Higher Order Thinking Questions:
 - Level 3: What is the main idea of the song? How do you know this is the main idea?
 - Level 4: Why do you think we have different perspectives?



ACTIVITY

A game or group activity to experience the learning

5. What Do You See?

- What Do You See explores a single scenario that can be viewed through different perspectives.
- In the scenario, Chester approaches Mateo and Anika who are talking with each other. Four characters, Zara, Samir, Ron, and Ruthie, observe the situation. Click on the Play Buttons to hear the lenses through which each character views life events.
 - Zara: "I see the world through the lens of my culture."
 - Ron: "I see the world through the lens of my family."
 - Samir: "I see the world through the lens of where I've lived."
 - Ruthie: "I see the world through the lens of community."
- Click the Arrow to advance to the next screen.
- On this screen, each character gives his/her interpretation of the scenario with Chester, Mateo, and Anika. Point out that each views the scenario very differently.
 - Zara: "I see Chester trying to be friends with people who are different from him."
 - Ron: "I see them playing a game with Chester. It reminds me of a game we play in our family."
 - Samir: "I see them leaving Chester out because he new and just moved here."
 - Ruthie: "I see them being mean to Chester because he is a scout, and they don't think that's cool."
- Encourage students to explore why the characters interpreted the scenario as they did.
- Invite students to think about and share which character's perspective they most closely relate to.
- Higher Order Thinking Questions:
 - Level 3: How does this relate to situations you observe at school?
 - Level 4: What ideas come to mind when you think about viewing life through different lenses?
 - Level 4: What is the problem with assuming you have interpreted a situation the right way? How would you solve the problem?
 - Level 4: What stands out to you when interpretations are so different?
- Emotional Question:
 - How would you feel if someone misinterpreted an interaction between you and someone else?
 - What emotions might Chester be experiencing?



6. Showing Your Perspective

- Showing Your Perspective provides students with an opportunity to explore their own perspectives about various situations. A Four Corners Overlay will pop up when opening this activity. Click Forming, Setup, and Sharing buttons for suggestions to facilitate this process.
- Click X to exit the Four Corners Overlay. To re-open the pop up, click Quaver Social Activities.
- Students will see a variety of images on the screen, representing different experiences. Four emoji reactions, shown on-screen will represent four corners of the classroom. Students can express their reactions to the experiences by moving to the corner emoji.
 - Image 1: driving through a tunnel
 - Image 2: doing pull-ups on the monkey bars
 - Image 3: working in small groups
 - Image 4: attending a cultural fair with foreign foods
 - Image 5: going fishing
- Follow up this activity with the Showing Your Perspective worksheet, which is a partner activity.
- Higher Order Thinking Questions:
 - Level 4: What ideas come to mind when you are choosing your reaction?
 - Level 5: What is the most important idea you took away from this activity?
 - Level 6: What would happen if you are invited to participate in an activity you do not have a positive reaction to?
- Emotional Question:
 - If you were in one of these situations (choose one), how would you feel?
 - What different feelings do you see in these situations?



REFLECTION

Mindfully thinking over the learning points of the lesson

7. Reflections - What Affects People's Perspectives

- Remind students that this week we have been talking about our unique perspectives and that our theme has been our background and experiences affect our perspectives.
- At the end of each lesson, students have an opportunity to reflect and internalize what they have learned.
- To read the reflection yourself, click the Mixer Button (bottom left) and mute Dialogue. Click on Worksheets in the Lesson Summary screen and print the reflection for this lesson. Press Play and read it along with the music.
- Before clicking the Play Button, have students either close their eyes, or look at the simple image on the screen. As the year progresses, students will become more comfortable closing their eyes.
- Press Play.
- At the end of the reflection period, using a calm and quiet voice, talk about the class goals and objectives for the rest of the day.
- As time permits, ask students if they might like to share anything special they have learned this week.

