

DEVELOPING CHAPTER 3	DEVELOPING MY UNIT OF STUDY
<p>Focus: Examining perspective</p> <p>What are some possible texts that could be part of this chapter or unit of study? Why?</p> <ul style="list-style-type: none"> • <i>Zoom</i> by Istvan Banyai • <i>Duck! Rabbit!</i> by Amy Krouse Rosenthal • <i>The True Story of the Three Little Pigs!</i> by Jon Scieszka • <i>Hey, Little Ant</i> by Phillip and Hannah Hoose • <i>Jamaica's Find</i> by Juanita Havill • <i>Last Stop on Market Street</i> by Matt de la Peña • <i>The Other Side</i> by Jacqueline Woodson • <i>Two Bad Ants</i> by Chris VanAllsburg • <i>They All Saw a Cat</i> by Brendan Wenzel • <i>Rosie's Walk</i> by Pat Hutchins • <i>Apt. 3</i> by Ezra Jack Keats • <i>Mirror Mirror</i> by Marilyn Singer <p>This collection includes books to introduce the concept of perspective and examining multiple perspectives, as well as more complex notions, such as the role of power and perspective and how other perspectives may influence us.</p>	<p>Focus:</p> <p>What are some possible texts that could be part of this chapter or unit of study? Why?</p>
<p>What are possible questions to ask and lessons to develop?</p> <ul style="list-style-type: none"> • What books might serve as mirrors or windows (Bishop, 1990) for students? • Whose perspectives tend to be included? Whose are often excluded? Why? • What counternarratives can I include to expand perspectives? • How can I build off previous learning and student inquiry? • What other ways can I center students in teaching and learning? • How does this align with the standards? • What are the intended learning outcomes? 	<p>What are possible questions to ask and lessons to develop?</p>

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<p>Focus: Examining perspective</p> <ul style="list-style-type: none">• How can I integrate ELA and content learning?• What vocabulary needs to be taught?• How might these lessons help develop future lessons to explore the perspectives of historically marginalized groups to help students broaden perspectives, challenge stereotypes, and expand their understanding of the past and the present?• How does the author's/illustrator's craft contribute to the construction of meaning?	<p>Focus:</p>
<p>What work do I need to do first to become more critically conscious about the topic?</p> <ul style="list-style-type: none">• Develop a clear understanding of the difference between perspective and point of view. Too often they are used interchangeably but are in fact quite different.• Consider how to lead students to recognize whose perspective is featured and how to reframe the story from another perspective.• Consider how to layer texts to shift from basic to more complex notions of perspective.• Revisit the books and materials typically used and consider whose perspective is included or excluded. Consider how to diversify the materials selected to ensure students have both mirrors and windows (Bishop, 1990).• Consider whose perspectives tend to be included or excluded.• Reflect on ways to include multiple perspectives.• Seek counternarratives.• Think about ways to consider the perspectives students bring.	<p>What work do I need to do first to become more critically conscious about the topic?</p>

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<p>Focus: Examining perspective</p> <ul style="list-style-type: none"> • Explore how to lead students to recognize and appreciate other perspectives. • Reflect on how to create space for students to share their perspectives openly. • Seek additional reading and learning opportunities. 	<p>Focus:</p>
<p>What other resources might be useful for exploring this topic?</p> <ul style="list-style-type: none"> • A collection of fairy tales to reconstruct from a new perspective after reading <i>The True Story of the Three Little Pigs!</i> by Scieszka. • A collection of art that may be interpreted differently when viewed from different perspectives. • A collection of ads that advertise a similar product in different ways. • A series of movie titles or movie posters that are about the same topic or story. 	<p>What other resources might be useful for exploring this topic?</p>