

# Title **Diverse Perspectives**

## **Curriculum People and Culture**

Grade Level Span High School

**Purpose** Students will understand that there are diverse perspectives on any given issue. The student will meet both ISTE and Minnesota graduation standards.

**Description:** Teams of students will choose then gather information on a past or contemporary topics to identify various perspectives on the topic. The team organizes a speaker forum with an outside guest speaker who presents one perspective on the topic. At least two sides of issue will be presented. The students will provide a follow-up discussion of the speaker presentation.

Activities	Curriculum Standards	NETS for Student Standards satisfied
<b>Brainstorm in groups to choose an issue of importance</b>	People and Cultures Diverse Perspectives Current Issue Analysis	2
<b>Gather information on the history of the issue and various perspectives using a variety of sources</b>	Inquiry and Research Issue Analysis	1,3,5,6
<b>Identify motives for perspectives</b>	Diverse Perspectives	2,6
<b>Students will arrange for a speaker to present to the class a perspective on the topic.</b> -make contact using specified form. -Provide the teacher with contact information for confirmation. -provide a question survey of possible questions or ideas to cover -prepare proper introduction for a guest speaker and become familiar with proper etiquette for an invited guest.	Write and Speak Public Speaking	4
<b>Prior to the guest speaker's presentation students present a minimum of a five minute explanation of one of the perspectives to the students.</b>	<b>Diverse Perspectives Issue Analysis</b>	<b>4</b>

<b>Provide a follow-up discussion with the class the day after the guest speakers' presentation and send a thank you to the speaker.</b>	People and Cultures Diverse Perspectives Current Issue Analysis Public Speaking	4
<b>Document the main ideas presented by the guest speaker. (Video tape, audio tape, written summary)</b>		1,2,3,4,6

### Tools and Resources

(List all Web sites, specific software and hardware needs)

**Computer(s) with internet access and storage capacity, printer, word processing program, ie. Netscape, Explorer Word pe  
 Microsoft Word, Clarisworks – AppleWorks**

**Digital camera, Camcorder, scanner**

**VCR-TV, overhead projector, slide projector, CD, DVD player, tape recorder/player,**

**Forms for speaker contacts (see below)**

Topic \_\_\_\_\_

Possible guest speakers:

\_\_\_\_\_  
 \_\_\_\_\_

Chosen Guest Speaker: \_\_\_\_\_ Phone: \_\_\_\_\_

Teacher Approval \_\_\_\_\_

Speaker Background:

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Hello. My name is \_\_\_\_\_ and I am a \_\_\_\_ grade student at \_\_\_\_\_. My class is doing a project on diverse perspectives. I have been given the duty of finding a speaker who has a strong opinion on \_\_\_\_\_(issue). Would you be will come to my school to speak to my class on \_\_\_\_\_(date and time).

If yes...

Great. My class is \_\_\_\_\_ minutes long and it would be nice if you could speak for about \_\_\_\_\_ minutes. My classmates will have some questions prepared. Is it OK if I ask you some questions about your background so I can introduce you to my class before you speak? Where did you grow up? Graduate from High school? College? How did you form your opinion on this topic? If you can't make the appointment please call my teacher \_\_\_\_\_ at \_\_\_\_\_ as soon as possible. Thank you very much. My teacher will be calling you to confirm the date and time. Thanks again!

If no...

That's OK. – Could you give me some names of other people who may be interested in speaking to my class about this issue?

**Grad standard checklist (see below)**

Checklist for Diverse Perspectives

(Both teacher and student should use checklist)

Evidence: can be a number of pieces (eg. Notefiles, presentations, discussions etc.)

Student

Yes No

Teacher

Yes No

_____ Student appropriately explains how race may influence beliefs, actions, and worldview	_____	_____ Stu
_____ appropriately explains how culture may influence beliefs, actions, and worldview _____	_____	
_____ Student appropriately explains how gender may influence beliefs, actions, and worldview	_____	
_____ Student appropriately explains how disability may influence beliefs, actions and worldviews	_____	
_____ Student appropriately explains how data and experiences may be interpreted differently	_____	
_____ Student accurately describes issues, topics, or concepts around which disagreement or ambiguity exists, including describes varied points of view concerning the issue	_____	

\_\_\_\_\_ Sufficiently investigates reasons for identified points of view \_\_\_\_\_  
 \_\_\_\_\_ Sufficiently investigates reasons for alternate viewpoints \_\_\_\_\_  
 \_\_\_\_\_ Appropriately analyzes how the interpretation of an issue is affected by omitted viewpoints \_\_\_\_\_

**Issue analysis checklist**

(Both teacher and student should use checklist)

Evidence: (can be a number of pieces; eg, notefiles, discussions, presentations etc.)

Student		Teacher	
Yes	No	Yes	No
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**ISTE checklist (see below)**

Student		Teacher	
Yes	No	Yes	No
1. Basic operations and concepts			
_____	_____	_____	_____
_____	_____	_____	_____
2. Social, ethical, and human issues			
_____	_____	_____	_____
_____	_____	_____	_____

- \_\_\_\_\_ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. \_\_\_\_\_
3. Technology productivity tools
- \_\_\_\_\_ Students use technology tools to enhance learning, increase productivity, and promote creativity. \_\_\_\_\_
- \_\_\_\_\_ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
- \_\_\_\_\_ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. \_\_\_\_\_
- \_\_\_\_\_ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. \_\_\_\_\_
5. Technology research tools
- \_\_\_\_\_ Students use technology to locate, evaluate, and collect information from a variety of sources. \_\_\_\_\_
- \_\_\_\_\_ Students use technology tools to process data and report results. \_\_\_\_\_
- \_\_\_\_\_ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. \_\_\_\_\_
6. Technology problem-solving and decision-making tools
- \_\_\_\_\_ Students use technology resources for solving problems and making informed decisions. \_\_\_\_\_
- \_\_\_\_\_ Students employ technology in the development of strategies for solving problems in the real world. \_\_\_\_\_

[www.cnn.com/US](http://www.cnn.com/US)  
[www.msnbc.com](http://www.msnbc.com)  
[www.pbs.org](http://www.pbs.org)  
[www.ianr.unl.edu/pubs/Family/nf109.htm](http://www.ianr.unl.edu/pubs/Family/nf109.htm)  
[www.usu.edu/gender/spkrapp.html](http://www.usu.edu/gender/spkrapp.html)  
[www.bremercommunications.com/speakabilities.htm](http://www.bremercommunications.com/speakabilities.htm)  
[www.managersguide.com/introductions.htm](http://www.managersguide.com/introductions.htm)

[www.mla.org/set\\_stl.htm](http://www.mla.org/set_stl.htm)  
[www.effectivemeetings.com/archive/issue5/brainstorming.htm](http://www.effectivemeetings.com/archive/issue5/brainstorming.htm)  
[www.ozemail.com.au/~caveman/Creative/Techniques/brainstorm.htm](http://www.ozemail.com.au/~caveman/Creative/Techniques/brainstorm.htm)

Atlas [www.ARCC.org](http://www.ARCC.org)

Reader's Guide to Periodicals <http://www.duluth.lib.mn.us/> (note use infotrac link under electronic media)

## Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)  
The group and individual presentations can be scored on a rubric based on the criteria presented as part of the Minnesota Grad rule standard  
Assessment may also include the district, state and national standards from ISTE, NCSS, etc.  
Using the following checklist/rubric:

Grading for the class will be based on the three separate areas the student has completed. Area one is preparatory to the speaker, area two guest speaker presentation/moderation, and area three the follow-up class discussion.

See the checklists above.

## Authors (including contact information)

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## Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

The lesson was shared by a fellow member of the A.T.L.A.S. task force and was modified by the authors. It was related that the basic structure has worked very well for a senior sociology class. We are anxious to incorporate the structure into a variety of classes including a World History class. We will post our results to the A.T.L.A.S site as the presentations are completed.

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