Multiple Perspectives Plan

Artifact Type  General

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Multiple Perspectives Lesson Plan

SOC 202

12/01/10

**Standard Addressed:** Time, Continuity, and Change (High School)

**Performance Expectation:** Research and analyze past periods and events using primary and secondary sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence.

**Results:**

The student will: 1. critically analyze two films based on different interpretations of the Battle of Iwo Jima in WWII and evaluate the different perspectives by:

2. Preparing and creating a Venn diagram displaying the two differing perspectives and writing a corresponding paper organizing and presenting these.

**Evaluation/Assessment:** Students Venn diagrams will be evaluated and graded based on the following criteria: a Venn diagram is produced following the showings of Letters from Iwo Jima and Flags of Our Fathers and includes any events, characteristics, actions, or quotes that display each side's perspectives of the battle and the war. Students are encouraged to use any information from the two movies that they deem relevant to each side's overall perspectives. Next, the student's papers will be evaluated based on the following criteria: a rather short, concise paper (2 to 3 pages maximum) is produced and contains information from both movies that clearly displayed the Japanese and the American perspectives on the battle and the war and are also encouraged to analyze why these interpretations were so important, and their overall contribution to the entire war. Student's are encouraged to incorporate their Venn diagrams into their papers, and may also add in any additional information they deem relevant. Finally, the students are required to not only demonstrate knowledge of each perspective and how they were similar or different, but will also be required to devote a majority of their paper critically analyzing how each perspective was portrayed and how each soldiers actions were reflected through them. Also, the students should at this time also incorporate their own opinions on why, in some ways, the Japanese interpretations were not all incorrect and demonstrate that they understand the reasoning behind some of their actions.

**Curriculum:** This lesson could fit into a U.S. History class, World History Class, or a Sociology class (among possible others).
**Instruction:**

Day One:

1. On the first day of this lesson, the teacher will introduce the two movies, giving some background information, asking if anyone has seen it or knows anything about it and getting feedback etc, and will then proceed into introducing the Venn diagram and paper projects. The teacher will encourage that each student draws a rough Venn diagram for each movie, or writes notes, in order to keep track of each sides perspectives.

2. Next, the teacher will begin showing either *Letters from Iwo Jima* or *Flags of Our Fathers* (whichever they so choose), and will show this for the rest of the period (in my example I am assuming the class is approximately 90 minutes and after the opening instructions will show roughly 60 to 70 minutes of it).

3. If the teacher decides too or there is time left at the end of this period, the teacher and student's will discuss some of the things they witnessed and wrote down etc.

Day Two:

1. On the next day of the lesson, the teacher will re-examine parts of the first video and then introduce the second video, that being whichever was not shown the day before.

2. Next, the students will be shown approximately the same amount (60 to 70 minutes) of the second video and then will again reflect with the teacher.

Day Three:

1. On the final day of the lesson, the teacher and students will discuss openly amongst the entire class some things that the student's observed in each of the videos. The teacher will lead the discussion and encourage students to demonstrate their knowledge and understanding of each side's perspectives and are encouraged to analyze other people's interpretations in the class. This will last for approximately 20 to 30 minutes or as long as the discussion stays interesting.

2. Next, the teacher will introduce in more detail the paper that is to be written, the guidelines and expectations, and the due date of the papers and then (if time allows, which I assume there will be) the students will be free to begin writing in the computer lab for the rest of the class period.

Finally, the Venn diagrams and papers will be handed in (on the due date that the teacher sets) and graded based on the previous criteria.

**Discussion Questions:**

**Knowledge:** What were some of the main perspectives of the Japanese and American soldiers regarding the battle, the war, or even each other?
**Comprehension:** What were some of the main positive and negative perspectives of the Japanese soldiers?

The American soldiers?

**Application:** Demonstrate and classify some of the main frames of reference, perspectives, actions, quotes etc from each of the movies into a Venn diagram.

**Analysis:** What may have sparked the vast differences between the perspectives the American soldiers had compared to the Japanese soldiers?

**Synthesis:** What steps could have been taken to ensure that the Japanese and American soldiers had more positive perspectives regarding the battle and the war, and most importantly, on each other?

**Evaluation:** What single event (portrayed in the movies) do you think had the most lasting effect on the Japanese soldiers overall perspectives?

The American soldiers?

**Reflection:** In my opinion this lesson plan will directly engage the students to analyze different perspectives on the same issue (the Battle of Iwo Jima). The movies will directly portray to the students the Japanese frames of reference and perspectives they each had compared to the Americans, and will shed light on not only the pro’s and con’s of the Americans perspectives, but also on the Japanese perspectives, which might otherwise be exempt from their learning when covering the WWII materials. Through the Venn diagram and corresponding paper the students will be able to organize their thoughts, demonstrate knowledge of each of the perspectives, and eventually critically analyze each perspective and allow the students to directly observe that perhaps their previous thoughts of the Japanese perspectives were wrong.