

# Perception of the Other

11th Grade

The Bronxville School

Spring

Students will present a workshop addressing the historical narrative of the treatment of the “other” throughout history and how this connects to modern day treatment of those perceived as different. First, the students will write an essay comparing ancient and modern portrayal of others. Then they will use this essay as a springboard to prepare a workshop for middle school students during Global Awareness Day.

## Driving Question

What does it mean to be “the other”?  
How has the “other” been portrayed throughout history? How can we work to change a negative perception of the other?

## Dispositions



## Products & Formative Assessments

Students created a workshop to present to the middle school students on Global Awareness Day.

## Assessment of Dispositions

AS 1. Students will be able to identify problems and recognize injustice.

AS 2. Students will be able to conduct research: access resources, evaluate resources, connect past to present

AS 3. Students will be able to collaborate: use democratic principles when working with others; listen to others; accept others ideas; make contributions that benefit others

AS 4. Students will be able to plan: assess options for action; identify individual and collective actions; articulate informed solutions



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Guiding questions for the essay:

- In what ways do the authors/artists portray the various non-Roman peoples that appear in the works?
- What criteria do they use to evaluate these groups?
- To what extent do the authors reinforce or challenge stereotypes of these groups?
- How do the authors use these portrayals in their work?
- What is the connection between a positive/negative perception of the other and positive/negative treatment of other?
- What is your role in changing negative perceptions of the other?

Students will prepare a workshop. Here is a possible sample format:

Break up students into 4 groups of 4 or 5 - one at each image of the other throughout history  
Students respond to the following questions - 5 minutes (What do you see? What does it make you think about? What does it make you wonder about?)

HS students begin presentation, get responses from the audience; 2-3 minutes per slide

What did you see? What is being portrayed?  
What does it make you think about? Wonder about?  
End with “Call to Action” - students answer questions on sticky notes and place on poster  
What is your role?

How can you improve your own perceptions and knowledge about these “other” groups?

What can you do as an individual to change perceptions of the “other”?

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## Week 1



Kickoff Event - Social Psychology of Person Perception  
Come up with need to know questions

Students read selections from Caesar's *De Bello Gallico* in Latin and discuss how Caesar portrays the Gauls and what criteria he uses to evaluate this group.

Students will determine to what extent Caesar reinforces or challenges the stereotypes of the Gauls.

## Week 2

Begin collecting data on the perception of various "other" groups throughout history.

Each student finds an artifact (image, work of art, statue, etc), provides a description of the artifact, the context (political, social, historical, etc.) of the artifact, the purpose of the artifact and the intended reaction, potential reaction of "the other".



## Week 3

Students will use their information to write an essay.



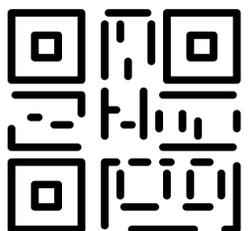
## Week 4

Students will prepare a workshop for middle school students during Global Awareness Day.

Students respond to the following questions - 5 minutes (What do you see? What does it make you think about? What does it make you wonder about?)

HS students begin presentation

End with "Call to Action" - students answer questions on sticky notes and place on poster



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*Ms. Flood-Doyle*