

Unit 1: Entry Level Task

Task: In this task, students will explore an event from a distinct perspective: the Social Studies perspective. You will examine the video from the priorities of our subject area. You will then craft a written or artistic work that explains and defends your ideas.

Purpose: The purpose of this task is to build understanding of how different perspectives can influence and shape our understanding and our priorities.



Getting Started: Social Studies

- View the clip of the first 6:25 minutes of Marvel's *Black Panther*
<https://drive.google.com/file/d/1FDJdiWlq1gA72qNPDUAhDg80PQzUzBv/view>

Making Meaning

- In class, view the clip with students. They will take notes on the clip based on the information you have asked them to look for, at right.
- After students have viewed the clip and taken notes, have them get into pairs and share their observations. The purpose of this pairing is to challenge one another to gather information that directly relates to the purpose of the viewing (i.e., how does the historical information about Wakanda in the clip influence how you view the excerpt? How does the natural resources of Wakanda in the clip influence how you view the excerpt?)
- After they have talked in pairs, ask each pair to develop ideas that address what they were asked to look for (How does history, geography, culture, and natural resources impact the story you are viewing?)
- Now ask two pairs to come together to form a group of 4. Have each pair share their ideas with one another. They will then take their ideas and together craft a single statement that addresses what they were asked to look for. How did the author use characterization or plot to communicate meaning?
- Find another group of 4 and share your statements. What is similar? What is different?

Black Panther

Social Studies:
How does history, geography, culture, and natural resources impact the story you are viewing?

Investigation: Social Studies

- In groups of 3, have students conduct some research about culture. What is it? How would you describe it? Explain why you think culture is important or not important when you are trying to understand a group of people? Where do you see culture as an important part of understanding the excerpt?

Create/Produce:

On your own, you will create a written or artistic response on how different perspectives from various lenses affect people's viewpoints.

- How did viewing the same video clip change your perspective based on the focus for viewing?

- What do you now think perspective means? How might it affect your learning?

You can choose to write your ideas in an informal reflection, or you can choose to create a piece of art that represents how perspective challenges and changes our ideas.

Communicate/Present:

Students will share their reflections and artwork in small groups of 5 or 6. Students should stand when it is their turn to present to the group and ask one follow-up question of the peers. An example might be, “Do you think my use of color was effective? Did I effectively communicate to you how my two perspectives helped me think differently?”

When the groups have finished presenting, ask each student to reflect in their journal.

- In class, ask them to reflect on how a presentation or conversation challenged their thinking about culture and identity.

Reflect:

- Do you think culture is important to understand? Why or why not?