PERSPECTIVE ACTIVITIES, GRADES 1 AND 2

The premise to these activities is that even from the youngest age, students can understand the role of perspective. The ability to see things from different points of view helps them develop as readers, writers and thinkers.

**Time Perspective**:

Our Rooms, Now and Then

A Street Through Time

**Global Perspectives: Starting At Home**

Shoe Maps

The World Outside Our Window

Holidays Around the World

**Design Challenges**

**Story Starters**

**One Sentence Project**

**Time Perspective**

**My Bedroom—then and now**

1. Divide the Sheet of Paper in half

2. Label one side ‘Now’.  Label the other part “When I was little (or when I get old)”

3. Decide on just 5 items to put on your Now map. You will need to plan the drawing because you may only put 5 items in the picture.  What are your favorite things in your room? If you share your room, think if the other person would choose the same 5 things to include in the map?  How about your mom?

4. On the other side of the page, try to remember what your bedroom looked like when you were a baby.  Draw the map of that room.  Again, you may only include 5 items.  What were the really important things for you then? Another choice—think about what your bedroom might look like when you are a grown up? What will be the 5 most important things in your bedroom then?

VARIATIONS

·       Other rooms in the house

·       Your dad’s five favorite things in your room

·       Five things you have to keep clean in your room

·       Change your classroom around

·       Your classroom from prior years

·       Old maps of

***A Street Through Time*** (by Steve Noon, DK Publishing, 2012)

This wonderful book shows a street over historic time.  You would read with students and highlight as many aspects as you think might be relevant.  For example, what did the houses look like?  See what they notice

An extender activity: How did they...

  Students explore how various daily tasks were accomplished

getting dinner, being entertained, travel

**GLOBAL PERSPECTIVES**

*Where Do I Live* (concentric circles) Neil Chesanow, Barrons, 1995

This book is a great place to start.  It has the students think about the places they inhabit--their room, their house, their street, their town, their state, their country, their planet and their solar system--and then back again.  You can go as far as you wish.  But the best place to begin, is with them (and their shoes…)

**Our Shoes**

        We will be making maps of our shoes.

Step 1: Trace the Outline of your shoe

Step 2: Decorate Your Shoe

Step 3: Give Your Shoe Map a Title

Step 3: Decide on the Direction Your Shoe Will Walk When It Leaves the Room—

Show that on the Map with Arrows

Step 4: Hide a secret object somewhere in the shoe, but just show it with a little star.

On the back of the drawing, explain what the star really means

**The World Outside My Window**

Have students look outside their window--at home or at school.  What do they all see?  What differences do they notice.  How might what they see look different in six months?

What would still be the same?  Have them present what they notice--in drawings, words, poems.

**Design Challenges—All Activities you can do with your students**

**All in One Room**

All the students in Grade X (depending on the size of your school—point is to have a lot of students) will be sharing a single classroom—YIKES!!

Each group will design your classroom space to make room for all of the (60? 75?) students in these grades.  Each table group will work together, present their design and class will vote on the best plan.

**Map the Seasons**

Select a location—have students create 4 maps that show the same location over 4 seasons. Variation—over days of the week, months of the year.

**A Room with Many Views**—

There are two versions of this activity

Version #1: Have the students work in groups to create different layouts of your classroom—one for socializing, one for group activities, one for individual work, one for full class learning. The goal is to underscore the concept that the purpose of the map affects the choices of the map maker.

Version 2: To highlight the role of perspective, each member of the group draws the room from a different fixed point of view and then compile the maps.

**Be the Expert**

Now that your students are ‘big’ first graders, what better task for them than to serve as navigators for the incoming kindergarteners? Have them draw maps of the school and write directions on how to get to the key spots.  What are the key spots—according to them? Let them have fun with this—what are the places to avoid?  Which spots get crowded at what times?  What did they find most scary when they started?  Part journal, part map exercise –this is both geography and literacy. (thanks to the great Kyle Kennedy at Betterlesson.com for this lesson suggestion)

**STORY STARTERS**

Using any visual document.

Have the students

1.    Write dialogue for one or more of the characters in the image

2.    Write captions/headlines/tweets that fit the image

3.    Write a story, using the image as an illustration

4.    Create a myth or legend—how could this image help explain something?

5.    Be a tour guide using this image

**6.** Describe what they see in the picture

**ONE SENTENCE PROJECT**

Daniel Pink explaining the project

<http://www.danpink.com/2010/10/whats-your-sentence-the-movie/>

Examples

<http://vimeo.com/18347489>

Extend to education—one sentence about a book you read, a person you learned about, an event. a holiday

what you want the students to understand about this topic

Illustrate your sentence