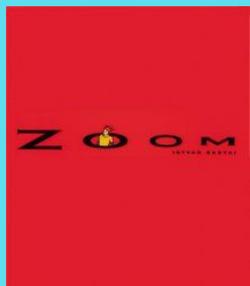


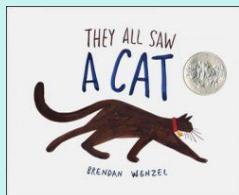
Examining Multiple Perspectives to Develop Critical Literacy



Zoom
Istvan Banyai
Grades 1-6



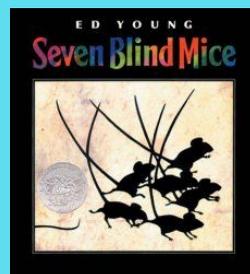
In this wordless story, a surprising series of pictures conveys intriguing scenes viewed from an ever-shifting perspective.



They All Saw a Cat
Brendan Wenzel
Grades 1-6

In simple, rhythmic prose and stylized pictures, a cat walks through the world. Each creature it encounters sees the cat differently.

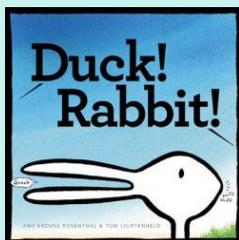
Seven Blind Mice
Ed Young
Grades 1-6



In this retelling of an Indian fable, seven blind mice argue over the different parts of an elephant, each one believing he has the big picture.

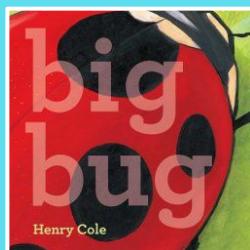
Purpose for reading:

The student becomes a more critical reader by responding to what is personally relevant to her/him and then gradually shifting her/his attention to the perspectives of others. *Québec Education Program: Elementary Education, English Language Arts, p. 74*



Duck! Rabbit!
Amy Krouse Rosenthal
Grades K-6

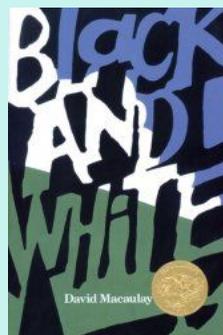
It's a rabbit! No, it's a duck! Two unseen characters argue about which creature they are seeing.



Big Bug
Henry Cole
Grades K-4

Beginning with a bug, various objects are revealed as being big and small in comparison with other objects on a farm under the big, big sky.

Black and White
David Macaulay
Grades 4-6



Four simultaneous perspectives combine to tell an impressionistic and humorous story about the cause and effects of a train delay.

Sample Questions to Guide Discussion:

What is perspective? Discuss how the perspectives among your classmates might differ. Reflect on, revise and add to your definition as you read.

How do the illustrations convey multiple perspectives?

How are the different perspectives in each text the same and different? Use a graphic organizer to record your thinking.

Sample Activities to Complement Discussion:

Read a teacher-selected text, (for example a non-fiction text on a current or historical event or a fairy tale). Discuss the different perspectives of characters.

Role play characters from a teacher-selected text. Participate in a panel discussion where these characters have the opportunity to present the story from their perspective.

Choose one from an array of teacher-selected images (for example, a mouse stealing a piece of cheese). Write or draw to show how the image might be perceived by two or more characters that are seen or unseen in the image.

Explore how multiple perspectives can deepen our understanding of social justice issues when we consider whose voices are heard and unheard. Use one of the texts below to get started.

Social Justice Texts for Further Reading:

Last Stop on Market Street by Matt de la Peña

Maddi's Fridge by Lois Brandt

Viola Desmond Won't Be Budged by Jody Nyasha Warner

