

# TANIA CANDIANI

Embracing multiple perspectives of history



**GRADE LEVEL: 6-12**



## OBJECTIVE

History is described as factual, but whose facts are being told, and how can students decipher which to rely on? This lesson requires students to critically think about sources and search for multiple perspectives of the same topic.

## VOCABULARY

- Perspective
- Research
- Source
- Primary and secondary sources
- "Hidden History"

## MATERIALS

- computer, tablet
- Miscellaneous art materials

## BEFORE HAND

- Gather materials. Introduce students to Tania Candiani's work through the CAC's [teacher resources](#).
- Discuss what a hidden history is. You could use the film *Hidden Figures* as an example. Explain how various groups have been sidelined in history books.

## PROCEDURES

- Activity A:
  - Assign students the following two articles:
    - <https://www.racked.com/2017/10/30/16496866/denim-civil-rights-movement-blue-jeans-history>
    - <https://www.smithsonianmag.com/smithsonian-institution/the-origin-of-blue-jeans-89612175/>
  - Have students write about what they learned from each article and how they were different.
  - Discuss with students the differences between each article. Explain that both give factual information. Ask the students which article they learned more from/were surprised by. Discuss how both perspectives give a more complete history of denim; however, what is most often discussed is Levi Strauss.
- Activity B:
  - Assign students a topic, or allow them to choose one on their own. Require the students to find at least 4 reputable sources (Ideally a previous discussion of sources has been done previously. There are resources below on the topic). Students should be challenged to discover at least two different perspectives on the topic.
  - Have students write a short analysis paper discussing the multiple views presented of the topic.
- Activity C:
  - Working in any medium, have the students create a response work to their research and analysis.

## RESOURCES

- <https://www.litinfocus.com/5-key-reasons-teach-differing-perspectives/>
- <https://ohiostate.pressbooks.pub/choosingsources/chapter/thinking-about-sources/>
- <https://molloy.libguides.com/c.php?g=58039&p=373093>
- <https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro>
- <https://www.edweek.org/ew/articles/2019/08/16/how-do-we-teach-with-primary-sources.html>
- <https://www.nbcphiladelphia.com/news/national-international/how-to-transform-black-history-education-in-schools/2450465/>
- <https://www.nytimes.com/interactive/2019/08/19/magazine/slavery-american-schools.html>
- <https://www.edutopia.org/article/history-which-we-can-all-see-ourselves>
- <https://www.smithsonianmag.com/smithsonian-institution/inside-new-effort-change-what-schools-teach-about-native-american-history-180973166/>