

# Analysis from Multiple Perspectives

## What is it?

In this strategy, thinkers will examine a conflict or issue from multiple perspectives to develop an informed opinion about how the issue should be resolved in a fair and just manner.

## Why should you use one?

- We want our thinkers to develop empathy. One component of empathy is intellectual empathy. Intellectual empathy allows us to understand where other people are coming from. Explicitly providing opportunities for thinkers to consider multiple perspectives develops the capacity for intellectual empathy.
- If thinkers can understand a problem from multiple perspectives, they can create more persuasive arguments and reach better settlements to disagreements.

## Examples of premade thinkLaw Lessons

Early Elementary  
[Little Red Riding Hood](#)  
[Three Blind Mice](#)

Upper Elementary  
[That's a Sharp Cut!](#)  
[Festive or Fearful?](#)

Secondary  
[Banned](#)  
[Trash or Treasure?](#)

## Strategy Instructional Video

[https://youtu.be/EPyoOS\\_vd2c](https://youtu.be/EPyoOS_vd2c)

# How to Write an Analysis from Multiple Perspectives Lesson

## STEP ONE

Identify a story or situation that involves at least 2 parties.

Examples:

- Consider the Declaration of Independence from the perspective of the colonists and the British
- Analyze the structure of the Earth from the perspective of a NASA scientist and a flat earth conspiracy theorist
- Consider the decision for a pharmaceutical company to raise the price of prescription medication
- Analyze the story of *Goldilocks and the Three Bears* from the perspectives of Goldilocks and the bears


## STEP TWO

Give thinkers the opportunity to consider how perspectives differ.

### Example 1:

Set up a chart for thinkers to think about different events from the perspective of each side. In this example, thinkers are considering the decision the colonists made to send the Declaration of Independence to England. Was it justified? How would both sides use the same events to support/oppose the Declaration of Independence?

Event:	Arguments to Support the Colonies:	Arguments to Support England:	Which argument is stronger?
The Stamp Act			
Townshend Acts			
The Boston Massacre			
The Boston Tea Party			

Arguments from a Flat Earther	How would you respond?
<p>We believe the outside of the Earth is surrounded by a great wall of ice. The ice wall is 49,728 feet long. This prevents the oceans from spilling out into space. Some Flat Earthers believe the ice wall is about 150 feet high and that NASA employees guard the top of the wall to make sure no one climbs over it.</p> 	

### Example 2:

Another option is to present an argument from one side and ask thinkers how they would respond.

In this example, a “flat earther” offers an argument to support that the Earth is flat.

How could thinkers respond to this argument using information they have

learned in science class? These types of exercises can also be presented as social media posts. How could your students respond to this type of comment online?

Arguments for the Pharmaceutical Companies	Arguments for the Customers


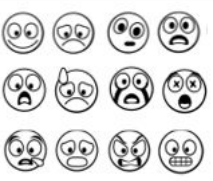
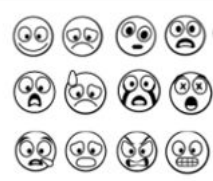

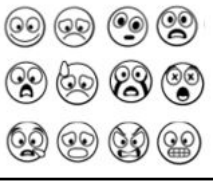
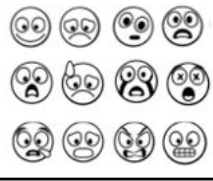

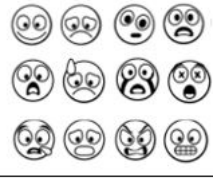
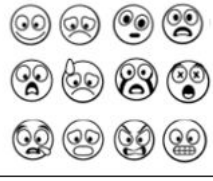
**Example 3:**

In this example, students look at a conflict and brainstorm arguments both sides could present for their side.

A pharmaceutical company bought an essential prescription medication and then raised the price over 1000%. What arguments would both sides make about this situation?

**Example 4:**

When looking at characters in a story, you can have thinkers compare how different characters feel about the same event.

	How does Goldilocks feel?	How do the bears feel?
Eating their porridge 		
Breaking their chairs 		
Sleeping in their bed 		

**Example 5:**

Have thinkers rank events/facts from multiple perspectives. Which event was the worst? How would the colonists rank the list? How would the king of England rank the list? Are there ranks that are the same? What are ranks that are different?

Colonies' Rank	Event:	England's Rank
	The Stamp Act	
	Townshend Acts	
	The Boston Massacre	
	The Boston Tea Party	

## Sample Content for Use with Analysis from Multiple Perspectives

ELA	Math
<ul style="list-style-type: none"> <li>• How do different people view the ending of <i>Romeo and Juliet</i>?</li> <li>• Was Dr. Frankenstein good or evil? How would different characters answer that question?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine tax percentages verses a flat tax. Which would different people prefer? Why?</li> <li>• A company must decrease the size of their candy bars. What fraction of the bar should they eliminate? How would different people answer that question?</li> </ul>
Social Studies	Science
<ul style="list-style-type: none"> <li>• Was Alexander really “Great?” How would different people view his leadership?</li> <li>• How did England and the United States view the events leading to the American Revolution differently?</li> <li>• How would common people view the actions of Marie Antoinette?</li> </ul>	<ul style="list-style-type: none"> <li>• Consider different professionals. How would each one approach a pandemic? Why?</li> <li>• A city is considering a ban on plastic bags. How will different stakeholders in the community feel about the decision?</li> </ul>
Electives	SEL
<ul style="list-style-type: none"> <li>• Analyze a piece of art or music. How will different people feel about it? How will their critiques differ?</li> <li>• How do different people feel about the use of artificial intelligence in fast food restaurants?</li> </ul>	<ul style="list-style-type: none"> <li>• How do different people feel about ____ situation?</li> <li>• Something bad happened. This is the punishment _____. How will each person involved in that situation feel about the punishment?</li> </ul>

## Sample Multiple Perspectives Lesson: **Let Them Eat Cake!**

Grade	6
Unit/Chapter	Unit 4, Chapter 4

Developed from a district's pre-existing curriculum

Do Now/ thinkStarter	<p>Have you ever heard the expression “tone deaf?” If no, here is an example. During the quarantine lockdowns, the Kardashians flew a private plane to a private island and posted pictures of their vacation on social media. People said that was tone deaf.</p> <p>What does tone deaf mean? Can you think of other examples of people being tone deaf? How do people feel when they hear a famous person say something that is “tone deaf?”</p>
Guided Practice	<ol style="list-style-type: none"> <li>1. Read Chapter 4.</li> <li>2. Look at the chart that had some descriptions of Marie Antoinette. If you were a peasant in France, what would you say when you heard these things about Marie? Give thinkers time to think and respond to the stories.</li> <li>3. Have thinkers discuss their reactions. What is their overall impression about Marie Antoinette? If they were a peasant, would they want Marie Antoinette to represent them and make decisions about their life? Why or why not? Have the class vote.</li> <li>4. Why does representation matter? Why is it important that elected officials live in the communities they represent? What happens when you have people who are not part of the community making decisions? What happens? Why? Discuss these questions as a class, and then have students respond as part of their exit ticket.</li> </ol>
Independent Practice	<p>Thinkers will think about each story about Marie Antoinette and write what a peasant might say. Thinkers will consider the larger question, “Does representation matter?”</p>
Probing Questions	<ul style="list-style-type: none"> <li>• Have you ever heard the expression, “Let them eat cake!”? What did you think it meant? What do you think it means now?</li> <li>• Which story do you think peasants found the most offensive? Why?</li> <li>• Marie was a rich queen. Is there any reason she shouldn't have been able to enjoy clothes and jewelry? Is there a way she could</li> </ul>

	<p>have enjoyed her riches and been sensitive to the needs of her people?</p> <ul style="list-style-type: none"> <li>• Do you think most politicians really understand what it's like to be an everyday citizen? Why or why not?</li> <li>• Is it possible for someone who's rich to truly understand what life is like for people who are poor? Why or why not?</li> </ul>
Exit Ticket	<p>Why does representation matter? Why is it important that elected officials live in the communities they represent? What happens when you have people who are not part of the community making decisions? What happens? Why</p>

Marie Antoinette	What would you say if you were a peasant in France? Why?
She hated to be bored. So, she avoided boredom, even if it meant avoiding her duties.	
She liked to spend money. She was constantly in debt.	
She spent enormous amounts of money gambling. She often lost what would today amount to hundreds of thousands of dollars in one night.	
She constantly bought clothes, spending what would today be nearly two million dollars a year.	
Even though she could wear the dazzling French crown jewels whenever she wished, she bought additional jewelry for herself.	
Marie had her own mansion on the grounds of the palace.	
She built a "peasant village" on the grounds of her mansion. She had people pose as peasants who walked around the village, which was complete with farm animals. She herself would dress in a simple white dress and stroll through the village pretending to be a peasant.	
A famous story is told about Marie Antionette. It is said that when the French Revolution began and the people were rioting in the streets demanding bread, she asked a servant what the uproar was about. "They are hungry, your majesty. They are rioting for bread," was the response. "Well," said Marie Antoinette, unfeelingly, "then let them eat cake."	