



## Identifying Different Perspectives - Camilo's Drums

Students watch a video segment about a boy learning how to play various Afro-Caribbean drums and drum styles. They then complete a graphic organizer that illustrates the multiple perspectives presented in the video segments.

### Lesson Summary

#### Overview

Students watch a video segment about a boy learning how to play various Afro-Caribbean drums and drum styles. They complete a graphic organizer that illustrates the multiple perspectives presented in the story.

#### Why is this an important concept?

Learners who can identify different perspectives within a text will gain a deep insight into the possible meanings and levels of meaning. They will achieve a fuller understanding of the text.

#### Grade Level:

6-8

#### Suggested Time

40-minutes

#### Media Resources

- [Ancestors Talk Through Drums QuickTime Video](#)

#### Materials

- [Identifying Different Perspectives: Drums handout](#)
- [Identifying Different Perspectives chart](#)
- Enlarged version of Identifying Different Perspectives Chart that you can write notes on to model for class (i.e., transparency or other mode of technology)
- [Identifying Different Perspectives rubric](#)

## The Lesson

### Part I: Learning Activity

1. Present the idea of multiple perspectives. Discuss social, cultural, ethnic, and historical perspectives with students. Distribute copies of the [Identifying Different Perspectives: Drums handout](#).
2. Provide a media focus by asking students to watch "Ancestors Talk through Drums" and determine what perspectives are presented.
3. Discuss the segment with the class. Use the handout to identify which perspectives are presented.
4. Distribute copies of the [Identifying Different Perspectives chart](#). On an enlarged copy of the chart, model and discuss with students where to add notes about the video segment. Students copy notes onto their charts.
5. Play the video segment again. Pause the segment in a place that shows a good example of any one of the perspectives mentioned on the chart. With the class, record that perspective.
6. Ask students to identify more examples of various perspectives as they watch the video and to take notes on their charts.
7. After viewing, have several students each share one note they took. Have class determine which perspective it is from: social, cultural, ethnic, or historical. Students should add these notes to their charts if they do not already have them noted.
8. Show the segment again. Now that students are more familiar with identifying examples of these perspectives, give them an additional opportunity to note perspectives they may have missed before. As students watch, they confirm and add to their notes.

#### **For students who need additional teacher guidance:**

- Provide opportunities for students to view video additional times.
- Provide extra examples of each kind of perspective.
- Do this activity with another video segment for more practice.
- Repeat this activity with written text for a hands-on approach where text could be circled or highlighted to categorize evidence of various perspectives.

### Part II: Assessment

Students will complete remainder of the Identifying Different Perspectives Chart independently. Collect handouts. Review them to determine which students require further instruction or which skills/strategies the whole class needs more practice with. Re-teach as needed. Practice with other texts as needed. Score handouts using the [Identifying Different Perspectives rubric](#).

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