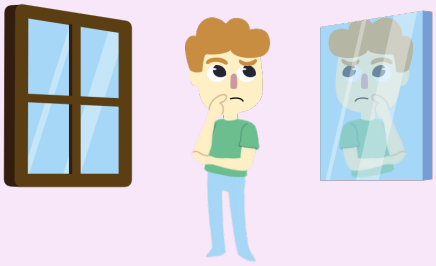
INSTRUCTIONAL STRATEGIES



Windows and Mirrors

This strategy helps students analyze multiple perspectives. Students determine whether a text, an image, or a video is a window into others' experiences and identities or is a mirror reflecting their own lived experiences and identities.

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WINDOWS AND MIRRORS

Summary

This strategy guides students to understand themselves and others through analyzing multiple perspectives. Students determine whether a text, an image, or a video is a window into others' experiences and identities or is a mirror reflecting their own lived experiences and identities. The goal is for students to examine how people's experiences and identities shape their perspectives about themselves and the world.

Procedure

1. Choose a text, an image, or a video for students to analyze.
2. Next, guide students in identifying the main idea(s) and themes of the selection to establish a general understanding of the text, image, or video.
3. Provide students with the following definitions and explain how the concept of “windows” and “mirrors” relates to the curriculum.
    - **Window**: What you observe does not reflect your experiences or identities. It is a “window” into experiences and identities that are different from your own.
    - **Mirror**: What you observe reflects some of your experiences and identities. It is a “mirror” of some aspects of your own life.
4. As students engage with the selection, ask them to think about its main idea(s) and the ways in which it might be a “window” or a “mirror” for them. Have students provide textual evidence to demonstrate their understanding.
5. Then, ask students to determine whether the selection was a “window” or a “mirror” for them. You may have students write their responses and/or share their thoughts verbally in small-group or whole-class discussions.

Style, E. (1996). Curriculum as window and mirror. Social science record. http://www.nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf