

Meeting Date		Investigation	Reading/Homework
<b>Day 1</b>	Feb. 27, (1:20-3:00) -Section 8-1	1 – <a href="#">Norms and Setting up Blog Sites</a>	Return Consent/Assent Forms
	Feb. 28 (10:40-12:20) -Section 8-2	2 – <a href="#">Flatland the Movie – Considering the Dimensions of Space</a>	Read <i>Flatland</i> , Part I, Sections 1-2  Blog: <ul style="list-style-type: none"> <li>• Create about me page</li> <li>• Reflect freely in response to <i>Flatland: The Movie</i>. If you want more guidance, consider the guided prompt below.</li> </ul> <p>*****After watching <i>Flatland: The Movie</i>, reflect on your perspective as a 3D being? How might your perspective change if you were 0D, 1D, 2D, or 4D? Describe how you would see and move in one of these dimensions.</p>
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<b>Day 2</b>	Mar. 1 – D-Day (9:15-12:20) -Both sections	3 - <a href="#">Considering the Dimensions of Space: Dimensional Mapping</a>	Read <i>Flatland</i> , Part I, Sections 3-7  Blog: <ul style="list-style-type: none"> <li>• Finish floor plan of your own Flatland house using <a href="#">Floorplanner</a> and try posting a photo on your blog.</li> <li>• Reflect on one of the prompts below:                             <ul style="list-style-type: none"> <li>○ Any designed/created space affects perspective, even if we do not take the time to reflect on it. Find an architect’s building, home, or space that you would like to explore (e.g., <a href="#">Frank Lloyd Wright</a>, Buckminster Fuller’s <a href="#">Geodesic Dome</a> or <a href="#">Dymaxion creations</a>, <a href="#">Frank Gehry</a>). It could even be your own home or school. Find or take some photos to post on your blog. How do you think this architect affects your perspective of space?</li> <li>○ Take photos of an object from multiple points of view and post these on your blog (e.g., check out <a href="#">Simon and Sun</a>, <a href="#">Pat and Sun</a>, <a href="#">Comparing Perspectives with Film</a>, <a href="#">Glass Beach</a>, <a href="#">Perspective in Photography</a>, <a href="#">Views from Dogs</a>, even <a href="#">Natalia Maks</a> photography). What varies/stays the same in your photos? Is there a point of view that you wanted to capture that you couldn’t? Describe.</li> <li>○ Reflect on some of the <a href="#">research into dimensions</a> – there are a wealth of examples on the <a href="#">Nikon site</a> about the relationship between light and people, including the fourth dimension. Find something interesting to you and tell us about it.</li> </ul> </li> </ul>

**Schedule for Space and Perspective (Winter – Spring 2013)**

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	Meeting Date	Investigation	Reading/Homework
<b>Day 3</b>	3/4/2013 (8-1) 3/5/2013 (8-2)	4 - <a href="#">Considering the Dimensions of Space: Additional Cases</a>	<p>Read <i>Flatland</i>, Part I, Sections 8-12</p> <p>Bring Camera to class 3/12/2013 – 3/15/2013)</p> <p><u>Blog Prompt (choose):</u></p> <ul style="list-style-type: none"> <li>• Reflect freely on any of the cases in Investigation 4 (video games, patterns such as fractals, or art) – how do these examples alter the way you perceive space?</li> <li>• We are not just “taking on” perspective, but also creators of perspective. Create a perspective for someone else using any materials you wish (i.e., photos, models, video, drawing, writing, etc.). Post this on your blog and ask others what they perceive? What do they think is being represented?</li> <li>• What surprised or interested you in Merleau-Ponty’s <a href="#">discussion</a> about ‘art’ and perspective? What type of perspective would you possibly create for others if you were to conceptualize a painting or portrait? It may help to look back at the following cases: <a href="#">Ancient Egyptian Art</a>, <a href="#">Aboriginal Art</a>, <a href="#">Classical Landscape Paintings</a> or find some of your own.</li> </ul>
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<b>Day 4</b>	3/12/2013 (8-2) 3/14/2013 (8-1) 3/14/2013 (8-2)	5 - <a href="#">Capturing and Representing Space</a>  ***We ended up using <a href="#">the shortened lesson</a>	<p>Read <i>Flatland</i>, Part II, Sections 13-17</p> <p><u>Photographing Space:</u> Finish uploading your photos to your blog site. You may add more later if you’d like. It would be cool to have a page dedicated to your photos – maybe this is a start. Over the next week, write a reflection woven with your photos. Be as creative as you like and be sure to check out your classmates’ pages.</p> <p><u>Blog Prompt (choose):</u></p> <ul style="list-style-type: none"> <li>• Take photographs of an object from multiple points of view and post these on your blog. What varies/stays the same in your photos? Is there a point of view you wanted to capture that you couldn’t – describe?</li> <li>• Search for skateboard photos that use a fisheye lens. Describe your perspective of the skater and landscape.</li> <li>• Search for Internet photos of objects in space (moon, planets, stars). How is this image different from what you are able to see without the lens? What is your natural sight able to capture that the photo doesn’t?</li> <li>• What happens if you roll the surface of a tic-tac-toe game into a tube (torus)? How does the game change? This “torus” effect is evident in older video games, like Asteroids. Look this game up and write about how this is similar or different from the rolled up tic-tac-toe game.</li> <li>• What sorts of perspectives do video games allow? Try looking up some older games and reflecting on more modern games you’ve played.</li> </ul>

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	Meeting Date	Investigation	Reading/Homework
Day 5	Skype Apr. 30 (H) 8-1 @ 9:35-10:25 82 @ 11:30-12:20	Norms for Mathematizing  Discuss Flatland (13-17)  Project Introduction	Read <i>Flatland</i> , Part II, Sections 18-22  <u>Blog Prompt (choose):</u> <ul style="list-style-type: none"> <li>• Our actual retinal images of the world are 2-D. What sorts of visual experiences cause us to believe that our visible world is actually 3-D? How do you think A. Square manages to translate his 1-D retinal images into a mental image of a 2-D world?</li> <li>• If you stuck the fingers of one hand through Flatland, A. Square would see you as five irregularly shaped objects, each covered with a tough pink hide. If a 4-D being stuck the “fingers” of one “hand” through our space, what would you see?</li> <li>• You can also choose to write about any ideas/wonderings you have about the book at this point.</li> </ul> Brainstorm Project Ideas – see description of project ideas. Note: You can always create your own idea for the project. In the end, it would be great to share all of your projects as “cases” for others on the Space and Perspective site. Whatever form your project takes, try to assemble it into a post that will be featured on the Space and Perspective site (photos, embedded videos, writing, etc.).
	?	Geometry Assessment	
Day 6	5/8/2013 (8-2) @ 10:40-12:20 (F)  5/9/2013 (8-1) @ 1:20-3:00 (G)	6 - <a href="#">Representing Impossible and Invisible Spaces</a>  Share Project Ideas, form groups, and Continue Working on them	<u>Project:</u> Be ready to continue working on you final project for Friday, May 10. Bring any materials, ideas, questions, etc. with you. If you are planning to work with a partner or group, talk with them before Friday, especially if they are in another class section, Presentation of your projects will occur during the last week of May.  <u>Blog Prompt (choose):</u> <ul style="list-style-type: none"> <li>• After viewing a series of optical illusions, describe what you see first, next, and then see if there is something else. Find or create an optical illusion for your classmates and post the image on your blog. Ask each other to comment on what you see first, next, etc.</li> <li>• After viewing sound waves of music, talking, nature, etc. – write about the difference in perspective of hearing and seeing sound.</li> <li>• Games: coming</li> <li>• Video Techniques: coming</li> <li>• Art (Cubism): coming</li> </ul>

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<b>Day 7</b>	5/10/2013 (H)	7 – <a href="#">Culminating Project: Innovative Uses of Flexible Space Concepts</a>	Keep brainstorming project ideas (due <b>May 27?</b> ): <a href="#">Link to a description of the project</a>  <b>Monday, May 13:</b> Post your brainstorming ideas <b>Monday, May 20:</b> Complete a draft of the project and have 2 other people give you feedback on your work. <b>Monday, May 27:</b> Complete any revisions and be ready to share this week.
	(8-1) @ 9:35-10:25 (8-2) @ 11:30-12:20	Work on final projects  Post-Concept Map	