

Unit Plan

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade/Building: World Studies/7th Grade/ Anwatin MS

Teacher Name: Kate Andrews

Unit Introduction: As one part of a larger unit on the Age of Exploration, this sub-unit will expose students to the process of conducting research while delving into the question of how Christopher Columbus should be remembered by society today.

1. Standards and Benchmarks:

* The student will begin to use historical resources.

1. Students will identify, describe and extract information from various types of historical sources, both primary and secondary.
2. Students will assess the credibility and determine appropriate use of different sorts of sources.

* The student will analyze historical evidence and draw conclusions

1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.
2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the author's view of historical events.

* The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.

5. Students will identify the causes and consequences of global migrations of Europeans, Africans and Asians.

2. Enduring Understanding(s): Students will understand that good historical inquiry requires an analysis of different perspectives of primary and secondary sources and a process for communicating findings.

3. Essential Question(s):

* How can you use the skills of an historian to investigate a historical question and then present your findings?

* How should Christopher Columbus be remembered in the United States today?

4. Summative Assessment:

Students will confront the following simulated situation:

Your teacher has just found out about a petition now before Congress to strip Christopher Columbus of his status as a National Holiday Honoree. Since this would be a major decision, and the first of its kind in US history, all Senators and Representatives have been encouraged to go back to their home districts and hold town meetings in order to gauge public opinion on this issue.

The Minnesota Congressional delegation has asked you to use the skills of a historian to provide them evidence on the legacy of Christopher Columbus. Your job is to examine a multitude of perspectives on

this issue and then decide how to advise the delegation: do you think Christopher Columbus Day should be removed from our calendar? Why or why not?

Ultimately, after investigating this issue deeply, you will write your answer in the form of a five-paragraph essay.

5. Formative Instruction and Formative Assessments: (see unit outline)

6. Differentiation: (see unit outline)

7. Academic Language (vocabulary and concepts)

Bias	Credibility	Evidence	Perspective/Point of View
Primary Source	Reliability	Secondary Source	Thesis
Validity	Contact	Conflict	Cooperation
Hero	Villain	Account	Consequence

9. Skills:

- Distinguish between primary and secondary sources
- Identify time, place, audience, purpose and form of a source
- Locate particular facts in social studies documents
- Evaluate bias, reliability, credibility, validity of a source
- Compare and Contrast
- Identify multiple perspectives
- Analyze and evaluate the impact of ideas, events and /or people on groups, environments, economic systems, and/or subsequent events
- Create a product the uses social studies content to support a thesis and present the product in appropriate manner to a meaningful audience

10. Resources:

Portraits of Columbus - <http://commfaculty.fullerton.edu/lester/writings/admiral.html>

Other interesting articles:

“Columbus in History” <http://xroads.virginia.edu/~CAP/COLUMBUS/col3.html>

“Examining the Reputation of Christopher Columbus” <http://www.hartford-hwp.com/Taino/docs/columbus.html>

“Revising the Legacy of Columbus” <http://www.taipetimes.com/News/editorials/archives/2006/05/15/2003308323>

In addition, please see lesson plans for more resources.

11. The Unit Why:

- **Why you (the student) should care about this content:**
 - * There are a lot of perceptions/misperceptions, myths and lies about who Christopher Columbus was and what he did on his journeys.
 - * Christopher Columbus is one of only four people our country honors with a National Holiday (the others are George Washington, Abraham Lincoln and Martin Luther King Jr.).
- **What skills you (the student) will learn:**
 - * Understand how to analyze how useful a source is to you.
 - * Understand that there are lots of ways to look at any given issue; some are better than others!
 - * Practice writing and defending your arguments, debate style.
- **Why those skills are important:**
 - * There is a ton of information out there – you need to know how to be smart about what you are using as your evidence!
 - * You will definitely need to know how to write and present convincing arguments to your classmates, your teachers and your parents!

Summative Assessment Lesson Planning Sheet

1. Describe the task in detail:

Students will confront the following simulated situation:

Your teacher has just found out about a petition now before Congress to strip Christopher Columbus of his status as a National Holiday Honoree. Since this would be a major decision, and the first of its kind in US history, all Senators and Representatives have been encouraged to go back to their home districts and hold town meetings in order to gauge public opinion on this issue.

The Minnesota Congressional delegation has asked you to use the skills of a historian to provide them evidence on the legacy of Christopher Columbus. Your job is to examine a multitude of perspectives on this issue and then decide how to advise the delegation: do you think Christopher Columbus Day should be removed from our calendar? Why or why not?

In task #1, students will create a preliminary thesis (position statement) based on their prior knowledge of Christopher Columbus. At the conclusion of the unit, students will decide upon their final thesis statement using their prior knowledge and their learning from the unit.

In task #2, students will participate in a classroom simulation of a town meeting in which the different points of view regarding Christopher Columbus will be discussed. Students will choose from among the roles of Presenter, Advisory Council Member and Reporter.

In task #3, students will use their final draft thesis statement as the foundation for a five-paragraph essay.

Does this task match the unit's enduring understanding?

Does this task match the unit's essential question?

Yes

Does this task match the unit's state standards?

Yes

Does this task match the unit's state benchmarks?

Yes

Yes

2. Describe how the task may be differentiated:

There will be a variety of reading materials available to students and they may choose materials that are interesting/appropriate for them.

Students will also choose which role they wish to play in the town meeting.

3. Identify the evaluation criteria – by what standards will this work be assessed?

What will a really great piece of work look like?

1. Thesis Statement

- Completion of a clear and thoughtful rough draft

2. Role-Play Participation

- Completion of all necessary preparation for role in simulation

- Respectful engagement in and enthusiasm for simulation

3. Five Paragraph Essay

- Clearly stated thesis statement

- Adequate use of historical sources as evidence

- Accurate use of historical information

- Sound paragraph structure

- Sound essay structure (introduction, body, conclusion)

Do the criteria match the unit's enduring understanding?

Yes

Do the criteria match the unit's essential question?

Yes

Do the criteria match the unit's state standards?

Yes

Do the criteria match the unit's state benchmarks?

Yes

- The task involves students in higher-order thinking
- The task requires that the student develop and/or make use of deep knowledge
- The task is interesting, challenging, and connected to the world beyond the classroom
- The lesson includes a plan for differentiation
- This lesson's objective(s) match the unit's enduring understanding
- The task matches the objective(s) and assessment criteria are identified
- The summative task is a performance of understanding that is built around a "new problem"
- The summative task is a performance of understanding that answers the unit's essential question
- The summative task is a performance of understanding that both exhibits and enhances student understanding
- The evaluation criteria are clearly spelled out and communicated to the students before the unit begins
- The task calls for more than the presentation and/or the assessment of simple knowledge
- The task calls for more than a portfolio of completed work
- The summative assessment task allows the student to demonstrate achievement of all of the state standards that were placed in this unit.

Summative Assessment Rubric Planning Sheet

Criteria	What “great” looks like (Exemplary)	What “good” looks like (Proficient)	What “re-do” looks like (Novice/Emerging)
1. Thesis Statement - Completion of a clear and thoughtful rough draft	Strong evidence of a clear and thoughtful rough draft thesis statement	Some evidence of a clear and thoughtful rough draft thesis statement	Not enough evidence of a clear and thoughtful rough draft thesis statement
2. Role-Play Participation - Completion of all necessary preparation for role in simulation	All work for simulation completed	Most work for simulation completed	Not enough work for simulation completed
2. Role-Play Participation - Respectful engagement in and enthusiasm for simulation	Strong evidence of respectful engagement in and enthusiasm for simulation	Some evidence of respectful engagement in and enthusiasm for simulation	Not enough evidence of respectful engagement in and enthusiasm for simulation
3. Five Paragraph Essay - Clearly stated thesis statement	Thesis statement is very easy for others to understand	Thesis statement is mostly understandable by others	Thesis statement is hard for others to understand
3. Five Paragraph Essay - Adequate use of historical sources as evidence	A great deal of historical information is used to support the position statement	Some historical information is used to support the position statement	Not enough historical information is used to support the position statement
3. Five Paragraph Essay -Accurate use of historical information	Almost all of the unit vocabulary terms are used in the pattern description	Over half of the unit vocabulary terms are used in the pattern description	Not enough vocabulary terms are used in the pattern description
2. 3. Five Paragraph Essay - Sound essay structure (introduction, body, conclusion)	Strong evidence of a sound essay structure	Some evidence of a sound essay structure	Not enough evidence of a sound essay structure
3. Five Paragraph Essay - Sound writing process	There are no errors in spelling or grammar	There are few errors in spelling or grammar	There too many errors in spelling or grammar

Lesson Plan

Lesson Title: Unit Introduction Part 1

Lesson Number: 1

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- describe historical images of Christopher Columbus
- draw a conclusion based on visual evidence and prior knowledge
- examine prior knowledge with unit big concept: perspective

2. **Engagement:** How will you engage and excite the students to begin the learning?

Start class with an image of Christopher Columbus most students would recognize. Then put up several other portraits of Columbus that look different. Are they the same man?

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will view several portraits of Christopher Columbus. They will write words to describe the type of man they feel is being portrayed.

B. After viewing all of the images, students will participate in a think-pair-share: which image do they feel is the most accurate? What evidence do they have for this conclusion?

C. Ask students to draw a circle frame map on the big concept: "perspective". Inside the big circle, students write 5-10 words/phrases they think of when they heard the word perspective. Outside of the big circle, they connect each word/phrase with the particular instance of the learning.

D. Create a large class map to record student responses. This is meant to illicit prior knowledge only; there is no need to edit or correct what the students say. Connect the idea of artist perspective to the portraits they viewed. Explain how important understanding the idea of perspective is to the study of history.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Students will record descriptions on a graphic organizer/worksheet

B. Students will create a circle frame map in their notebooks.

5. **Evaluation:** By what criteria will the student work be assessed?

The notes/worksheet will be scored for completeness.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

Portraits of Columbus - <http://commfaculty.fullerton.edu/lester/writings/admiral.html>

I found this website particularly helpful for locating portraits of Columbus and giving background information about each one: <http://commfaculty.fullerton.edu/lester/writings/admiral.html>.

If you don't have any experience with thinking maps, check out this website:

<http://www.mapthemind.com/thinkingmaps/thinkingmaps.html>.

Name: _____

Date: _____ Pd.: _____

Directions: As you view each portrait of Christopher Columbus, write words or phrases that describe the man you see before you. Also, give each portrait a title.

1. (Title):
Words to Describe:

2.

3.

4.

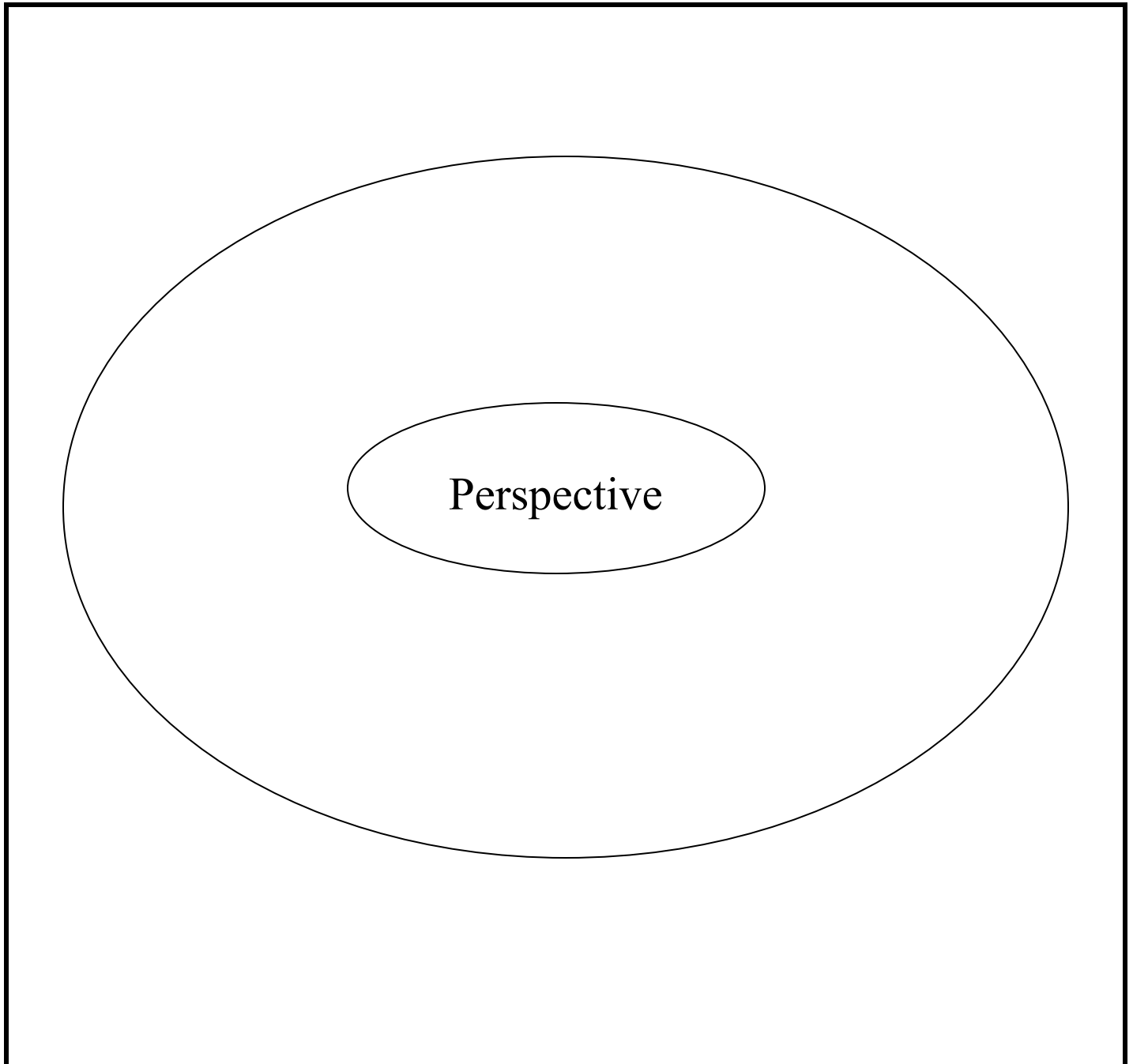
Think-Pair-Share: Review your notes on these portraits and decide which one you think is the most accurate. Share your ideas with a partner and then on the back of this sheet, describe which portrait you feel is most accurate. Be sure to give evidence to support your conclusion.

Name: _____

Date: _____ Pd.: _____

Directions: Please fill in this circle frame map on the concept: “perspective” by doing two things:

1. Inside the big circle, write down 5-10 words/phrases you think of when you hear the word *perspective*.
2. Outside the big circle, write how you know made this connection.



Lesson Plan

Lesson Title: Unit Introduction Part 2

Lesson Number: 2

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- interpret visual information about the legacy of Christopher Columbus from political cartoons
- draw a conclusion from visual evidence and prior knowledge
- write a thesis statement about Columbus Day from prior knowledge
- evaluate prior knowledge about a set of vocabulary terms for the unit.

2. **Engagement:** How will you engage and excite the students to begin the learning?

Start class with several political cartoons about the legacy of Christopher Columbus. Show them quickly at first, just to get the class engaged.

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will view several political cartoons depicting opinions about the legacy of Columbus' journeys to the Americas. Have students record reactions.

B. After viewing all of the images, students will participate in a think-pair-share: which cartoon do they feel is the most accurate? What evidence do they have for this conclusion?

C. Place the phrase "October 12th" in front of students and see if anyone knows what the date represents (this shouldn't be too difficult!). Bring up the idea of National Holidays; why we have them, how they come to be; who we honor with them, etc.

D. Reveal the summative assessment and have students write out their preliminary thesis statement to the final assessment question: Should we remove Christopher Columbus Day from our national calendar?

E. Reveal the unit vocabulary terms and have students begin their vocabulary chart in their notebooks.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Students will record notes in notebooks or on a graphic organizer.

B. Students will write a preliminary thesis statement.

C. Students will begin a vocabulary chart.

5. **Evaluation:** By what criteria will the student work be assessed?

The notes will be scored for completeness.

The preliminary thesis will be evaluated according to the final assessment rubric for task #1.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

For political cartoons, try these:

<http://www.onemanbandwidth.com/wordpress/wp-content/E7AF461A01584C439E28D1.gif>

http://www.cartoonstock.com/directory/c/christopher_columbus.asp

http://www.artie.com/columbus_day/

Use the same student resources as in Lesson #1.

Name: _____

Date: _____ Pd.: _____

Directions: This is a vocabulary chart for this unit. It consists of three elements: a word ranking, a definition and a context. Please begin to fill in this vocabulary chart by reading through the words and deciding how well you already know them. Use the following numbers as your guide:

1 = I've never seen this word before

2 = I've seen the word before but I'm not sure what it means

3 = I've seen the word before and I know exactly what it means

We will work on the definitions and the context later.

Term	Ranking	Definition	Context
Account			
Bias			
Conflict			
Consequence			
Contact			
Cooperation			
Credibility			
Evidence			
Hero			
Perspective			
Primary source			
Reliability			
Secondary source			
Thesis			
Validity			
Villain			

Lesson Plan

Lesson Title: The Role of a Historian

Lesson Number: 3

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- understand that the role of a historian is to examine the record and interpret findings in order to make a significant point.
- understand that this role is complicated but worth it!

2. **Engagement:** How will you engage and excite the students to begin the learning?

Begin the lesson by bringing in many hats with labels such as: judge, reporter, detective, etc. Ask the students why they think you brought these hats in. Eventually explain to them that the hats represent some of the different roles that historians have to apply and that they are about to learn about how these roles come together in the study of history.

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will work cooperatively to investigate a website dedicated to helping students understand the role of a historian.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Students will complete a webquest guide that will walk them through the website.

5. **Evaluation:** By what criteria will the student work be assessed?

A. The guide will be scored for completeness.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

This is the website I used:

http://www.bbc.co.uk/history/trail/htd_history/historians/historians_hats_01.shtml

Name: _____

Date: _____ Pd.: _____

Directions: Either cooperatively or by yourself, please complete the following WebQuest Guide.

To get started:

Type in the following website address:

http://www.bbc.co.uk/history/trail/htd_history/?site=history_howtodolj_unpicking

Find the Title: “Historian’s Role” and click where it says: “The Historian’s Many Hats”. To get to the next page, click where it says “next” at the bottom of each page. You can also click on the list of numbered pages on the left hand side.

Page 1: *Heretical Beliefs*

1. Make sure you understand this basic historical event – what happened on November 14, 1534?

Page 2: *Roles of a Historian*

2. What role is described here?

Page 3: *Interpreting History*

3. What are the different interpretations of this event? Describe at least two.

Page 4: *A Choice of Histories*

4. What kinds of things does a historian have to think about when he/she is making an interpretation?

Page 5: *Attaching Meaning*

5. What are some of the sources a historian studying this historical event might examine to get more of the story?

6. What would this role be called?

Page 6: *Subjective History*

7. What does it mean to be “subjective”?

8. Why is subjectivity an important thing for a historian to consider?

Page 7: *Combining Roles*

9. What does it mean for a historian to be a “synthesizer”?

10. How are historians like story tellers?

Page 8: *A Choice of Contexts*

11. What role(s) do you as a reader/audience member play in all of this?

12. If you were to become a historian now, which role/hat do you think would be the easiest for you and why?

13. Which would be the most difficult and why?

Lesson Plan

Lesson Title: A Historian's Best Friends

Lesson Number: 4

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- evaluate historical sources in terms of bias, credibility, reliability and validity.
- determine the benefits and challenges of using primary and secondary sources.

2. **Engagement:** How will you engage and excite the students to begin the learning?

For a journal question, ask what they think the historian's best friend might be. Explain that the historian's best friend is something called a "source" and that there are two kinds of sources, primary and secondary, which they will learn about today.

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Provide students with the definition for primary and secondary source. Spend a few minutes talking about examples of each type of source. Explain that in order to determine whether or not a source is useful, you need to evaluate the following concepts: bias, credibility, reliability, validity.

B. Students will read and analyze a secondary source on the dropping of the atomic bomb.

C. Students will read and analyze a primary source on the dropping of the atomic bomb.

D. Students will compare and contrast the two sources.

E. Students will make conclusions about the benefits and challenges of working with primary and secondary sources

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Students will record their work on graphic organizers.

B. Students will complete an exit card naming the pros and cons of working with primary and secondary sources.

5. **Evaluation:** By what criteria will the student work be assessed?

A. The graphic organizers will be scored for completeness and accuracy.

B. The exit card will not be graded but will be used to inform further instruction.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

Secondary source on Hiroshima and the A-Bomb:

http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki

Primary source on Hiroshima and the A-Bomb:

http://www.soundportraits.org/on-air/witness_to_the_atom_bomb/transcript.php3

Name: _____

Date: _____ Pd.: _____

Directions: Please read the attached article and answer the following questions.

1. What is the title of the article?
2. Where did it come from/who wrote it?
3. What key details are included?
4. What conclusions do they make?
5. What evidence of bias do you find in this text?
6. How would you determine whether or not this source is credible, reliable and /or valid?

A Secondary Source: Atomic Bombings of Hiroshima and Nagasaki

On the morning of [August 6, 1945](#) the [United States Army Air Forces](#) dropped the [nuclear weapon "Little Boy"](#) on the [city of Hiroshima](#), followed three days later by the detonation of the ["Fat Man"](#) bomb over [Nagasaki, Japan](#).

In estimating the death toll from the attacks, there are several factors that make it difficult to arrive at reliable figures: inadequacies in the records given the confusion of the times, the many victims who died months or years after the bombing as a result of [radiation](#) exposure, and the pressure to either exaggerate or minimize the numbers, depending upon political agenda. That said, it is estimated that by December 1945, as many as 140,000 had died in Hiroshima by the bomb and its associated effects.^{[1][2]} In Nagasaki, roughly 74,000 people died of the bomb and its after-effects with the [death toll](#) from two bombings around 214,000 people.^{[3][4]} In both cities, most of the casualties were civilians.

The role of the bombings in [Japan's surrender](#), as well as the effects and justification of them, have been subject to much debate. In the U.S., the prevailing view is that the bombings ended the war months sooner than would otherwise have been the case, saving many lives that would have been lost on both sides if the [planned invasion of Japan](#) had taken place.^[5] In [Japan](#), the general public tends to think that the bombings were unnecessary, as Japanese civilian leadership was covertly seeking an end to hostilities.^[6]

From Wikipedia, the free encyclopedia

http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki

Name: _____

Date: _____ Pd.: _____

Directions: Please read the attached article and answer the following questions.

1. What is the title of the article?
2. Where did it come from/who wrote it?
3. What key details are included?
4. What conclusions do they make?
5. What evidence of bias do you find in this text?
6. How would you determine whether or not this source is credible, reliable and /or valid?

A Primary Source: Kaleria Palchikoff Drago, Witness to the Atom Bomb

On August 6, 1945, the United States dropped the atomic bomb on Hiroshima, resulting in over 100,000 Japanese casualties. Shortly thereafter, the United States Strategic Bombing Survey sent members of its Morale Division to conduct a series of man-on-the-street interviews across Japan. Their recordings, 366 in total, have been housed in relative obscurity at the National Archives for the past 50 years.

This interview, recorded in December 1945, was the only English-language eyewitness account. The speaker, Kaleria Palchikoff Drago, was a 23-year-old Russian immigrant, whose parents had moved to Japan twenty-four years earlier. She had been living just outside of the city on the day of the bombing.

PALCHIKOFF: People started coming out, some bruised, some wounded, and some burned. We started up the road to the mountain and we saw Negroes--they weren't Japanese, they were Negroes--and I asked them, "What happened to you? What's the matter with you?" And they said, "We saw the flash, and this is the color we turned." Anyway, finally we reached the hospital, a military hospital. I stayed there for two days, and there were people wounded, very badly wounded.

INTERVIEWER: Could you describe the nature of those burns, as I think the doctor here would be very much interested?

PALCHIKOFF: Yes, sir. All right. The skin just peel off. Some of them you could see the bone. The eyes were closed, the nose bled, and the lips swelled, and the whole head started swelling. And as soon as they gave water to them, they'd vomit it all out and they'd keep on vomiting until they die. Blood would rush out, and that was the end of them. On the second day, the wounds became yellow in color, and the wounds would go deeper and deeper. No matter how much you'd try to take off the yellow rotten flesh they'd just go deeper and deeper. And I don't think it pained them very much.

Well, we spent two days there, and then we proceeded until the 15th, when the emperor gave his decision about surrendering. And then we were taken to a little countryside in the mountain, from where I've come now.

INTERVIEWER: Did you feel anything at all when the light struck you?

PALCHIKOFF: Yes, I thought it was very hot.

There was a city, and then no city. You could see the ocean. And right after that, black rain. And that's when the fire started.

INTERVIEWER: How did they bury the people?

PALCHIKOFF: They just dug a big, big hole in front of the regiment.

Source: http://www.soundportraits.org/on-air/witness_to_the_atom_bomb/transcript.php3

Name: _____

Date: _____ Pd.: _____

Directions: Below please create a Venn diagram that compares and contrasts information from the two texts we read.

On your exit card, create the following chart and list at least one detail in each part.

	Benefits	Challenges
Secondary Sources		
Primary Sources		

Lesson Plan

Lesson Title: Sources about Christopher Columbus

Lesson Number: 5

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- evaluate historical sources in terms of bias, credibility, reliability and validity.
- determine the benefits and challenges of using primary and secondary sources.

2. **Engagement:** How will you engage and excite the students to begin the learning?

Review some of the key terms from yesterday: bias, credibility, reliability, validity.

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will read and analyze a secondary source on Christopher Columbus' arrival in the Americas.

C. Students will read and analyze a primary source on Christopher Columbus' arrival in the Americas.

D. Students will compare and contrast the two sources.

E. Students will make conclusions about the benefits and challenges of working with primary and secondary sources

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Students will record their work on graphic organizers.

B. Students will complete an exit card naming the pros and cons of working with primary and secondary sources.

5. **Evaluation:** By what criteria will the student work be assessed?

A. The graphic organizers will be scored for completeness and accuracy.

B. The exit card will not be graded but will be used to inform further instruction.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

Secondary source on Christopher Columbus' arrival in the Americas:
http://www.reference.com/browse/wiki/Christopher_Columbus

Primary source on Christopher Columbus' arrival in the Americas:
<http://www.fordham.edu/halsall/source/columbus1.html>

Use same student resources as Lesson #4.

Christopher Columbus: Extracts from Journal

<http://www.fordham.edu/halsall/source/columbus1.html>

Thursday, 11 October. Steered west-southwest; and encountered a heavier sea than they had met with before in the whole voyage. Saw pardelas and a green rush near the vessel. The crew of the Pinta saw a cane and a log; they also picked up a stick which appeared to have been carved with an iron tool, a piece of cane, a plant which grows on land, and a board. The crew of the Nina saw other signs of land, and a stalk loaded with rose berries. These signs encouraged them, and they all grew cheerful. Sailed this day till sunset, twenty-seven leagues.

After sunset steered their original course west and sailed twelve miles an hour till two hours after midnight, going ninety miles, which are twenty-two leagues and a half; and as the Pinta was the swiftest sailer, and kept ahead of the Admiral, she discovered land and made the signals which had been ordered. The land was first seen by a sailor called Rodrigo de Triana, although the Admiral [Columbus] at ten o'clock that evening standing on the quarter-deck saw a light, but so small a body that he could not affirm it to be land; calling to Pero Gutierrez, groom of the King's wardrobe, he told him he saw a light, and bid him look that way, which he did and saw it; he did the same to Rodrigo Sanchez of Segovia, whom the King and Queen had sent with the squadron as comptroller, but he was unable to see it from his situation. The Admiral again perceived it once or twice, appearing like the light of a wax candle moving up and down, which some thought an indication of land. But the Admiral held it for certain that land was near; for which reason, after they had said the Salve which the seamen are accustomed to repeat and chant after their fashion, the Admiral directed them to keep a strict watch upon the forecastle and look out diligently for land, and to him who should first discover it he promised a silken jacket, besides the reward which the King and Queen had offered, which was an annuity of ten thousand maravedis.

At two o'clock in the morning the land was discovered, at two leagues' distance; they took in sail and remained under the square-sail lying to till day, which was Friday, when they found themselves near a small island, one of the Lucayos, called in the Indian language Guanahani. Presently they descried people, naked, and the Admiral landed in the boat, which was armed, along with Martin Alonzo Pinzon, and Vincent Yanez his brother, captain of the Nina. The Admiral bore the royal standard, and the two captains each a banner of the Green Cross, which all the ships had carried; this contained the initials of the names of the King and Queen each side of the cross, and a crown over each letter. Arrived on shore, they saw trees very green many streams of water, and diverse sorts of fruits. The Admiral called upon the two Captains, and the rest of the crew who landed, as also to Rodrigo de Escovedo notary of the fleet, and Rodrigo Sanchez, of Segovia, to bear witness that he before all others took possession (as in fact he did) of that island for the King and Queen his sovereigns, making the requisite declarations, which are more at large set down here in writing.

Numbers of the people of the island straightway collected together. Here follow the precise words of the Admiral: "As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them, such as glass beads, and hawk's bells; which trade was carried on with the utmost good will. But they seemed on the whole to me, to be a very poor people. They all go completely naked, even the women, though I saw but one girl. All whom I saw were young, not above thirty years of age,

well made, with fine shapes and faces; their hair short, and coarse like that of a horse's tail, combed toward the forehead, except a small portion which they suffer to hang down behind, and never cut. Some paint themselves with black, which makes them appear like those of the Canaries, neither black nor white; others with white, others with red, and others with such colors as they can find. Some paint the face, and some the whole body; others only the eyes, and others the nose. Weapons they have none, nor are acquainted with them, for I showed them swords which they grasped by the blades, and cut themselves through ignorance. They have no iron, their javelins being without it, and nothing more than sticks, though some have fish-bones or other things at the ends. They are all of a good size and stature, and handsomely formed. I saw some with scars of wounds upon their bodies, and demanded by signs the of them; they answered me in the same way, that there came people from the other islands in the neighborhood who endeavored to make prisoners of them, and they defended themselves. I thought then, and still believe, that these were from the continent. It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them. If it please our Lord, I intend at my return to carry home six of them to your Highnesses, that they may learn our language. I saw no beasts in the island, nor any sort of animals except parrots." These are the words of the Admiral.

Christopher Columbus: First voyage

The year 1492, on the evening of August 3, Columbus left from [Palos](#) with three ships, the [Santa Maria](#), [Nina](#) and [Pinta](#). The ships were property of [Juan de la Cosa](#) and the Pinzon brothers ([Martin](#) and [Vicente Yanez](#)), but the monarchs forced the Palos inhabitants to contribute to the expedition. He first sailed to the [Canary Islands](#), fortunately owned by Castile, where he reprovisioned and made repairs, and on September 6 started the five week voyage across the ocean.

A legend is that the crew grew so homesick and fearful that they threatened to hurl Columbus overboard and sail back to Spain. Although the actual situation is unclear, most likely the sailors' resentments merely amounted to complaints or suggestions.

After 29 days out of sight of land, on [7 October 1492](#) as recorded in the ship's log, the crew spotted shore birds flying west and changed direction to make their landfall. A comparison of dates and migratory patterns leads to the conclusion that the birds were [Eskimo curlews](#) and [American golden plover](#).

Columbus called the island he reached [San Salvador](#), The [Native Americans](#) he encountered, the [Taino](#) or [Arawak](#), were peaceful and friendly. He wrote with such awe of the friendly innocence and beauty of these [Indians](#) in their tropical that he inadvertently created the enduring myth of the [Noble Savage](#). "These people have no religious beliefs, nor are they idolaters. They are very gentle and do not know what evil is; nor do they kill others, nor steal; and they are without weapons.". No blood was shed on this first voyage; he believed conversion to Christianity would be achieved through love, not force.

On this first voyage, Columbus also explored the northeast coast of [Cuba](#) (landed on [October 28](#)) and the northern coast of [Hispaniola](#), by [December 5](#). He believed the peaks of Cuba to be the Himalayas, which gives one a sense of just how lost he was and how long it took the peoples of the world to map the Earth. (The vast interior of the North and South American mainlands would of course be largely mapped with the leadership of native guides and interpreters.) Here the *Santa Maria* ran aground and had to be abandoned. He was received by the native cacique [Guacanagari](#), who gave him permission to leave some of his men behind. Columbus founded the settlement *La Navidad* and left 39 men.

On [January 4, 1493](#) he set sail for home, not yet understanding the elliptical nature of the trade winds that had brought him west. He wrestled his ship against the wind and ran into one of the worst storms of the century. He had no choice but to land his ship in Portugal, where he was told a fleet of 100 caravels had been lost. (Astoundingly, both the Nina and the Pinta were spared.) Some have speculated that landing in Portugal was intentional.

The relations between Portugal and Castile were poor at the time, and he was held up, but finally released. Word of his discovery of new lands rapidly spread throughout Europe. He didn't reach Spain until [March 15](#), when the story of his journey was in its third printing. He was received as a hero in Spain, and this was his moment in the sun. He displayed several kidnapped natives and what gold he'd found to the court. Isabella immediately had the Indians clothed in warm velvets; her tenderness for her new subjects would be a thorn in conquistadors' plans for years. Columbus also displayed the previously unknown [tobacco](#) plant, the [pineapple](#) fruit, the [turkey](#) and the sailor's first love, the [hammock](#). Naturally, he did not bring any of the coveted Indian spices, such as the exceedingly expensive black

pepper, ginger or cloves. In his log he wrote "there is also plenty of *aje*, which is their pepper, which is more valuable than [black](#) pepper, and all the people eat nothing else, it being very wholesome" (Turner, 2004, P11). The word *aje* is still used in South American Spanish for chili peppers.

http://www.reference.com/browse/wiki/Christopher_Columbus

Lesson Plan

Lesson Title: Preparing for the Town Hall Meeting

Lesson Number: 6 - 7

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- prepare for their role in a classroom simulation by locating sources and evidence on Christopher Columbus and his legacy
- perform their role in a classroom simulation
- participate appropriately in the classroom simulation

2. **Engagement:** How will you engage and excite the students to begin the learning?

Reread the introduction to the summative assessment. Review what you have spent the last few days doing (getting a sense of the controversy surrounding Christopher Columbus and his legacy). Inform the students that today they will choose roles and prepare themselves for the Town Hall Meeting.

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will choose from among the following roles: Presenter, Advisory Council, Reporter.

B. Students will work cooperatively to locate primary and secondary sources about Christopher Columbus and his legacy.

C. Students will work cooperatively to complete work that will prepare them to perform their roles.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Each participant will be responsible for recording the evidence they locate.

B. Each participant will be responsible for creating a piece of writing that is tied in to their role in the meeting.

5. **Evaluation:** By what criteria will the student work be assessed?

The student work will be scored for completeness.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

Town Hall Meeting Overview

Roles

Presenters

Responsibilities include: creating a position statement, supporting that statement with at least three arguments/pieces of evidence, presenting this information to the Advisory Council, responding to questions from the Advisory Council.

Possible Presenter Groups include: Keep the CD Holiday, Get rid of the CD Holiday, Replace the CD Holiday with _____?

Advisory Council Members

Responsibilities include: understanding multiple perspectives on the issue at hand, taking careful notes during the presentations, using consensus to arrive at a recommendation for the Minnesota Congressional Delegation.

Reporters

Responsibilities include: creating a persona for yourself and your news organization, taking careful notes during the presentations and final recommendation, writing a brief report for your news organization that details the proceedings and outcome from the meeting.

Procedure

Each participant will be given two days to prepare for the meeting.

Each participant will be responsible to complete the work assigned for this preparation time and also for the Town Hall Meeting itself.

After each group has prepared, the Town Hall Meeting will be called to order.

Each Presenter group will have five minutes to make their case – Council members and Reporters are free to ask clarifying questions.

When all the groups have presented their cases, the Advisory Council will deliberate and arrive at a final recommendation for the Minnesota Congressional delegation.

Name: _____

Date: _____ Pd.: _____

Directions: You have chosen the role of Presenter. This means you and your group mates will be responsible for describing your position on the question at hand and presenting your evidence to the Advisory Council. To prepare for this, please do the following things:

1. Locate at least one primary and two secondary sources that provide evidence to support your thesis. Use the space below to record the bibliography information for each source, as well as a summary of the information you found useful:

Source #1: _____

Details:

Source #2: _____

Details:

Source #3: _____

Details:

2. As a group, discuss what your position/thesis statement will be and write it out here:

2. Review the notes from your sources and determine what your strongest pieces of evidence are. You must have at least three good reasons why you think your position is the right thing to do. Explain these reasons here:

A. _____

B. _____

C. _____

D. _____

E. _____

3. Play “Devil’s Advocate” with yourself: how might not agree with your position? Why? What might you say to try to convince them of your position? Take some notes about this here:

4. Last but not least, decide who will present each argument – every group member is responsible for at least one part of the presentation!

Name: _____

Date: _____ Pd.: _____

Directions: You have chosen the role of Advisory Council. This means you and your group mates will be responsible for preparing a final recommendation to the Minnesota Congressional Delegation. To prepare for this, please do the following things:

1. Understand the importance of our national holidays. Locate at least three different sources on national holidays and record information about why we have them, how to get one designated and specifically how Columbus Day came to be considered a national holiday.

Source #1: _____

Details:

Source #2: _____

Details:

Source #3: _____

Details:

2. While each group of presenters makes their case, please take notes here:

Group 1 Position:

Group 1 Arguments:

Group 2 Position:

Group 2 Arguments:

Group 3 Position:

Group 3 Arguments:

Group 4 Position:

Group 4 Arguments:

Group 5 Position:

Group 5 Arguments:

3. Now that you have heard all of the arguments, discuss what you think should be Minnesota's position on this issue. When you are ready, record your final recommendation here:

Final Recommendation:

Name: _____

Date: _____ Pd.: _____

Directions: You have chosen the role of Reporter. This means you and/or your group mates will be responsible for witnessing the proceedings of the Town Hall Meeting and accurately reporting what happens here. To prepare for this, please do the following things:

1. Choose to read one of the following online articles/websites about the legacy of Christopher Columbus. Analyze this source and determine whether or not you think it is a useful source.

“Teaching About Columbus From a Native View”

http://www.turtletrack.org/Issues01/Co10062001/CO_10062001_Columbus.htm

“Thirty Million and Counting”

<http://www.azteca.net/aztec/literat/Columbus.html>

“The Age of Exploration: Christopher Columbus”

<http://www.mariner.org//educationalad/ageofex/columbus.php>

“The Landing of Christopher Columbus 1492 – The Discovery of America”

<http://www.americans.net/DiscoveryofAmerica.htm>

1. What is the title of the article?
2. Where did it come from/who wrote it?
3. What key details are included?
4. What conclusions do they make?
5. What evidence of bias do you find in this text?
6. How would you determine whether or not this source is credible, reliable and /or valid?

2. As a reporter, who do you write for? A newspaper? Magazine? Your own online blog? Think about and describe who you are and who you are writing for:

3. As the meeting proceeds, you will need to take careful notes on all of the proposals that are made. Please take notes here:

Group 1 Position:

Group 1 Arguments:

Group 2 Position:

Group 2 Arguments:

Group 3 Position:

Group 3 Arguments:

Group 4 Position:

Group 4 Arguments:

Group 5 Position:

Group 5 Arguments:

3. Make a prediction – what do you think the Council will decide? Who do you think had the best argument and why?

4. Final Recommendation time. As the Advisory Council read their final recommendation to the crowd, take notes on what they said:

Lesson Plan

Lesson Title: Town Hall Meeting

Lesson Number: 8

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- prepare for their role in a classroom simulation
- perform their role in a classroom simulation
- participate appropriately in the classroom simulation

2. **Engagement:** How will you engage and excite the students to begin the learning?

Calling the Town Hall Meeting to order should be enough to get their attention!

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will perform the roles assigned to them in the simulation: Presenters will make the cases for or against the Columbus holiday, the Advisory Council will deliberate and decide on a final recommendation and the reporters will record the momentous event.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. Each participant will complete the task assigned to them based on the role they chose: Presenters will write position statements, Council members will write a final recommendation and Reporters will write articles about the results of the meeting.

5. **Evaluation:** By what criteria will the student work be assessed?

Student performance will be evaluated against the summative assessment rubric for task #2.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

Students will continue to use the resources from lesson #7.

Lesson Plan

Lesson Title: Town Hall Meeting Debriefing/Discussion

Lesson Number: 9

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- analyze information presented in a classroom simulation setting and share that information with the rest of the class.
- use the information to inform their own thesis writing process

2. **Engagement:** How will you engage and excite the students to begin the learning?

Begin with a journal question such as: What was the most pivotal moment in the meeting yesterday? Or, what did you hear that made you change your mind about something? Or what did you hear that solidified something in your mind yesterday?

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. The point of the lesson is to allow students to report out about their experiences in the Town Hall Meeting. Not much structure is necessary for this.

B. At some point, hand out the preliminary thesis statements they wrote at the beginning of the unit. Discuss to what degree people's opinions changed over time.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

A. To ensure responses from everyone in the class, use a system such as "circle time/talking piece" in which every student in the class gets a turn to speak before any other student gets a second turn.

5. **Evaluation:** By what criteria will the student work be assessed?

B. Since they were graded on their performance yesterday, this discussion is meant to be informal. No formal evaluation will take place.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

Lesson Plan

Lesson Title: 5 Paragraph Essay

Lesson Number: 10

Unit Title: Christopher Columbus: Hero or Villain?

Subject/Grade: 7th Grade World Studies

Teacher Name: Kate Andrews

1. **Expectations:** What are the learning objectives or goals? What will the student be able to do by the end of the lesson?

The student will be able to:

- write and support a thesis statement about whether or not Columbus Day should be removed from the national calendar.
- participate in a peer editing session
- follow the guidelines for Type 4 writing as stated in the summative assessment rubric

2. **Engagement:** How will you engage and excite the students to begin the learning?

After debriefing from the Town Hall Meeting, you won't have to work very hard to engage the kids to do this last step. One way to keep the motivation up might be to show the students the Columbus portraits again and ask them if any of their opinions have changed since you started the unit.

3. **Exploration:** This is the learning part - what will happen? What will the students explore? What will the students uncover?

A. Students will receive instruction on how to write a 5 paragraph essay. Students will construct a 5 paragraph essay that includes a rough draft, peer read aloud and final draft.

4. **Explanation:** What will the students explain or show? How will they show that they have reached the goals you have set for them?

- A. Students will complete a peer editing worksheet.
- B. Students will complete a final draft 5 paragraph essay.

5. **Evaluation:** By what criteria will the student work be assessed?

- A. The peer editing worksheet will be scored for completeness and accuracy.
- B. The final essay will be evaluated according to the summative assessment rubric for task #3.

6. **Etc.:** What other information must be provided for others to understand this lesson? What handouts are included with this lesson? What Web links are needed?

We use the Collins Writing System school-wide. This essay would be an example of Type 4 writing. For some general information about the Collins Writing System, look here:

<http://www.thewritingsite.org/resources/approaches/collins/default.asp>