

Childhood/Early Childhood Department Lesson Plan

Date of Lesson 9.12.08 Time 11:45 Length of lesson 35 minutes

Curriculum Area Social Studies Content Area: Rethinking Columbus

Title of Lesson Discovering "Discovery"

Age/Grade level: 5th grade

Differentiation of activity is to be provided throughout the lesson plan to ensure that children's individual learning needs are met.

1. Learning Objectives

- a). Comprehension: SWBAT extend their knowledge of the meaning of the word "discovery" into a new context that distinguishes it from the act of stealing.
- b). Analysis: SWBAT connect the "discovery" of the purse with Columbus's discovery of the Americas.
- c). Evaluation: SWBAT summarize in writing his or her discussion with an adult on their new perspective of Christopher Columbus's discovery of the Americas.

2. Assessment

(a) Learning outcomes of previous lesson related to this topic:

Previous lessons have covered textbook versions of Columbus's voyage and discovery of the Americas.

(b) Focus of assessment in this lesson (related to objectives)

- 1.) Students will translate knowledge of purse stealing into new understanding of Columbus's discovery of the Americas
- 2.) Students will recognize hidden meanings
- 3.) Make choices based on reasoned arguments

(c) Method of assessment used in this lesson (example attached)

Students will be given two days to compose a written summary of a discussion with an adult on their new perspective of Christopher Columbus's discovery of the Americas.

(d) Differentiation (of expected outcomes)

- 1). Visual: seeing the purse stolen as well as important points written on the board.
- 2.) Auditory: hearing points made by the teacher and others, as well as the adult that they talk to later.
- 3.) Tactile: participating in the discussion and essentially teaching the adult that they have the discussion with later.

3. New York State Learning Standards

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators:

- interpret and analyze documents and artifacts related to significant developments and events in world history.

Key Idea 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Performance Indicators:

- analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians
- view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents
- investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government, 1994*)

Performance Indicators:

- explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens

Key Idea 4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Performance Indicator:

- respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint

4. Materials:

Purse filled with goodies, willing secret accomplice, “That’s Mine, Horace,” by Holly Keller, chalk and chalkboard, diary and letter excerpts from Columbus’s journal, Elmo, found in “Rethinking Columbus,” by Bigelow and Peterson. Students will write their papers with their own materials.

5. Lesson Process

(a) Introduction (5 minutes) /Links to prior knowledge:

- Ask students, “What do we already know about Christopher Columbus?”
- During this Q & A process, teacher approaches desk of accomplice and casually takes purse and goes back to the front, saying “This is my purse.”

(b) Learning procedures relating to objectives (20)

- Class denies, this, saying it belongs to student.
- Teacher brushes objections aside, saying “It is mine. I’ll prove it. I’ll show you all the things I have inside.” Teacher removes personal items belonging to student, removes things like lipstick, students object that teacher doesn’t wear lipstick, etc.

- Teacher asks, “Well, if it’s her purse, how do you know?” Students give reasons.
- Teacher offers to help prove it’s hers, giving a test on contents of purse.
- Teacher asks as last resort, “Well what if I say I discovered her purse? Wouldn’t it be mine?”
- “Then why do we say Columbus discovered America?”
- Teacher asks questions that affirm that Natives knew land better, were there first, etc, writing main points on the board.
- Teacher asks for new words to replace Columbus’s discovery, writes ideas on the board.
- Teacher puts up Columbus’s letter to Lord Sanchez on the Elmo, trying to get students thinking about the human beings he discovered.

(c) Conclusion (10)

- Teacher reads “That’s Mine, Horace” to connect to Columbus and then emphasize the idea that stealing is wrong.
- Teacher gives students assignment to go home and discuss their new perspective of Columbus and his “discovering” with an adult and write summary detailing that discussion.

6. “If time”/ extensions

N/A

7. References (sources used in creating lesson plan)

Bigelow, Bill and Peterson, Bob. (1998). “Rethinking Columbus: The next 500 years.” Milwaukee: Rethinking Schools, Ltd.

Zinn, Howard. (2003). “A people’s history of the United States: 1492 – present.” New York: Harpercollins.

