**Lesson Plan**

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**Course** EDU 3460-03 **Date:** December 4, 2019

**Grade:** 4th **Topic:** Media Literacy

**Content Area:** Comparing and Contrasting media sources

**Objective:** After watching a video about the history of Christopher Columbus, students will compare and contrast the point of view from which different stories are narrated by participating in a history mystery, correctly sorting at least 3 out of 5 articles.

**New York State Common Core Social Studies Standards**

**4.3a: Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.**

* Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American people encountered these explorers.
* Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

**Indicator:** This will be evident when the students read different perspectives of the encounters Columbus had with Native Americans.

**New York State Next Generation English Language Arts Learning Standard**

**Reading Standards (Literary and Informational Text)**

**Key Ideas and Details**

**RL.4.6**

 In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

 **Indicator:** This will be evident when the students read the different articles and sort them as credible or non credible.

**NCSS C3 Inquiry Arc**

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

 **Indicator:** This will be evident when the students read different perspectives of the encounters Columbus had with Native Americans and sort them as credible or not credible and use that to determine whether what we’ve learned about the early settlers is true.

**Developmental Procedures**

1. MOTIVATION: The students will watch a video about Christopher Columbus and discuss whether or not they think he was a good or bad guy. *(Who was Christopher Columbus? What did he do? Did he do anything that could be considered bad? Why do you think he did what he did?)*
2. The teacher will split the class up into groups and give each group a packet containing multiple articles from various perspectives about Christopher Columbus’ encounters with Native Americans. *(How do you think the Native Americans felt about Columbus? How do you think Columbus felt about the Native Americans?)*
3. The students will sort the articles as either credible of non credible and from credible sources, determine whether what the video taught us about Columbus is true. *(What did you learn about Columbus? Did he treat the Native Americans well? Was what we learned from the video true? Which sources were credible? How did you know they were credible?)*
4. The teacher will lead a class discussion about the students’ findings. *(Did anyone’s opinion of Christopher Columbus change? Why did it change? Is Christopher Columbus a hero?)*
5. **Closure:** Students will debate whether or not we should still celebrate Columbus Day. *(Should we still celebrate Columbus Day? Should we still get the day off? How can we celebrate it more respectfully?)*

**Assessment:** Ask students to write a letter to the mayor of their town with suggestions of making sure Columbus Day is a day treated with respect. They must include three facts they learned about the relationship between Columbus and the Native Americans.

**Independent Practice:**  Have students write about what it must’ve been like to work on Columbus’ ship. They must include three facts they learned about the relationship between Columbus and the Native Americans.

**References**