**Student:** Celeste Samuel  **Professor:** Dr. Sheehan

**Course EDU** 3510 01  **Date:** 12/4/19

**Grade:** 4 **Topic:** Early Settlers  **Content Area:**  Social Studies

**Instructional Objective**

After an introduction to SCIM-C, students will work in groups to determine if the given documents about Christopher Columbus are credible or not by creating a poster using the SCIM-C model.

**Standards and Indicators**

**New York State Social Studies Standard**

**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 students will work in groups to determine if the given documents about Christopher Columbus are credible or not by creating a poster using the SCIM-C model.

**4W1a**: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.

 *Indicator:* This will be evident when the students use details from the given documents about Christopher Columbus to determine whether or not they are credible, and organize the reasons and evidence logically using the SCIM- C model.

**Developmental Procedures**

**Motivation:**

1. Teacher will present a PowerPoint presentation on SCIM-C and how it can help us determine if the history we are learning is valid or not. *(Why do you believe we should think like historians would? Do you think this could help us in determining what is true and what isn’t? What is a summary? Why do you think it is important to contextualize? What is a bias? What are we looking for when we contextualize? What can we get from a document without the author directly telling us? Since we are thinking like a historian, why do you believe it is important to look at what could be missing from the document? Do you think it is important to look at two different documents and see how they are similar and how they are different? How does corroborating help us determine if the history we are learning is valid or not?)*
2. Students will break up into assigned groups. Each group will be assigned a document. Students will use the SCIM-C model to analyze their document. Students will receive a SCIM-C Cheat Sheet. *(What is this document telling us about Christopher Columbus? Is it a primary or secondary source? What can you infer about this document? Why are you monitoring the document? Who wrote this source, does that give us any information?* *What was the document about? Was your document valid and accurate? How do you know? What was one thing you learned after analyzing the document using this method?)*
3. Students will given graphic organizers that they will fill out while the groups are presenting. There are four boxes on the graphic organizer so each presentation will be recorded in a box and the students will write out the SCIM for each document. Students will present their SCIM- C models with their groups. *(Did working in groups make using the SCIM- C model easier than if you did it on your own? How does corroborating help us determine if what we learned is valid or not?)*
4. Students will work independently to answer the question at the bottom of the graphic organizer. Teacher will refocus the class and close the lesson with asking whether the documents were creible, how we know, and what are other things we would need to use the SCIM- C method or a similar method to determine somethings credibility. *(How did SCIM-C help you determine if this document is valid or not? Do you believe this document is valid? Why or why not? Where else could er use the SCIM- C model? Why is it important to determine if a source is credible before we use it or believe it?)*

**Assessment**

Students will be given a graphic organizer to fill out when their peers are presenting. Each student will individually fill out the organizer for each group that presents and then answer the short response question asking whether or not the sources are credible and if so which ones, and how they know.

**Strategies**

Cooperative Learning

 *Indicator:* This will be evident when the students are working in groups to make a SCIM- C chart

Direct Instruction

 *Indicator:* This will be evident when the teacher is introducing the SCIM- C model

Discussion

 *Indicator:* This will be evident when the students are working in groups to determine whether

or not the documents are credible.

Modeling

 *Indicator:* This will be evident when the teacher shows the students how to create a SCIM-C

chart.

**Independent Practice**

For homework, students will find an article on a current event and then create a SCIM-C chart to

determine its credibility.

**Reference**

New York Stae K-8 Social Studies Framework. (n.d.). Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>.

**Document #1**

"As an Italian sailing for Spain, Columbus was caught in the crossfire among the Spanish crown, its conquistadors and the indigenous peoples. And his political and administrative skills may have fallen far short of his immense maritime abilities.

Yes, Columbus was a complicated icon. As Samuel Eliot Morrison noted, “He had his flaws and his defects, but they were largely the defects of the qualities that made him great — his indomitable will, his superb faith in God and in his own mission.”

Columbus’ epic feat sparked the bold treks of his fellow Italian navigators: Giovanni da Verrazzano, Giovanni (John) Caboto and Amerigo Vespucci.

Though he never set foot in the heartland of North America, Columbus has long been revered in the United States.”

* Rosario A. Iaconis

Chairman of the Italian Institute of America

Adjunct professor in social sciences at Suffolk County Community College

**Document # 2**

**A Catholic Priest Speaks on Columbus***"*

***Columbus and the Indians***

*Endless testimonies prove the mild and pacific temperament of the natives…. But our work was to exasperate, ravage, kill, mangle and destroy…*

*And the Christians, with their horses and swords and pikes began to carry out massacres and strange cruelties against them. They attacked the towns and spared neither the children nor the aged nor pregnant women nor women in childbed, not only stabbing them and dismembering them but cutting them to pieces as if dealing with sheep in the slaughter house. They laid bets as to who, with one stroke of the sword, could split a man in two or could cut off his head or spill out his entrails with a single stroke of the pike. They took infants from their mothers’ breasts, snatching them by the legs and pitching them head first against the crags or snatched them by the arms and threw them into the rivers, roaring with laughter and saying as the babies fell into the water, “Boil there, you offspring of the devil!” Other infants they put to the sword along with their mothers and anyone else who happened to be nearby. They made some low wide gallows on which the hanged victim’s feet almost touched the ground, stringing up their victims in lots of thirteen, in memory of Our Redeemer and His twelve Apostles, then set burning wood at their feet and thus burned them alive. To others they attached straw or wrapped their whole bodies in straw and set them afire. With still others, all those they wanted to capture alive, they cut off their hands and hung them round the victim’s neck, saying, “Go now, carry the message,” meaning, Take the news to the Indians who have fled to the mountains.*

Bartolome de las Casas,

Roman priest who accompanied Columbus on his conquest of Cuba, the abuse and murder of the native population:

**Document #3**

Columbus in his Own Words

*They … brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks’ bells. They willingly traded everything they owned… . They were well-built, with good bodies and handsome features…. They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane… . They would make fine servants…. With fifty men we could subjugate them all and make them do whatever we want.*

*Excerpt from Columbus Diary*

**Document #4**

***Historian James Loewen on Columbus***

*When Columbus and his men returned to Haiti in 1493, they demanded food, gold, spun cotton-whatever the Indians had that they wanted, including sex with their women. To ensure cooperation, Columbus used punishment by example. When an Indian committed even a minor offense, the Spanish cut off his ears or nose. Disfigured, the person was sent back to his village as living evidence of the brutality the Spaniards were capable of.After a while, the Indians had had enough. At first their resistance was mostly passive. They refused to plant food for the Spanish to take. They abandoned towns near the Spanish settlements. Finally, the Arawaks fought back. Their sticks and stones were no more effective against the armed and clothed Spanish, however, than the earthlings' rifles against the aliens' death rays in War of the Worlds.*

J*ames Loewen*

*Lies My American History Teacher Told Me*

*Penn State University Professor*

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