**Molloy College**

**Division of Education**

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Course EDU 5090 Date: 03/30/2020

Grade: 5th Topic: Christopher Columbus Content Area: Social Studies

**STANDARDS AND INDICATORS**

**NEW YORK STATE SOCIAL STUDIES STANDARDS**

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways.

**Indicator:** *This will be evident when students listen and discuss different articles about Christopher Columbus as part of their unit trying to determine if Columbus is a hero or villain.*

**ELA Standard: New York State Next Generation English Language Arts**

**Learning Standard**

**Speaking and Listening Standard**

**Comprehension and Collaboration**

**5SL1:**

Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

**Indicator:***This will be evident when students engage effectively in a range of collaborative discussions by contributing to partner listen and retell conversations, correctly identifying characteristics of Columbus, expressing ideas clearly and persuasively, and building on those of others.*

**NCSS Inquiry Standard:**

**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 students work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness to analyze the given articles to gain an understanding of whether Columbus is a hero or villain.*

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator:** *This will be evident when students draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and present their information, portions and findings on each article to other classmates.*

**Social Studies Practices: Habits of Mind**

1. **Gathering, Interpreting and Using Evidence**

6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

**Indicator**: *This will be evident when students collaboratively work together to recognize arguments on whether Columbus is a hero or villain and identify evidence supporting the argument.*

**Common Core ELA Standards**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Indicator**: *This will be evident when students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively regarding whether Columbus is a hero or villain.*

**INSTRUCTIONAL OBJECTIVE(S)**

After reading two different articles about Christopher Columbus, students will engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others by participating in a listen and retell exercise and a jigsaw exercise to discuss the information they gathered from the articles. Students will complete an exit ticket where they will write down three solid facts on whether they think today provided sound evidence on Columbus being a hero or villain.

**DEVELOPMENTAL PROCEDURES**

1. **MOTIVATION - Students will be shown an image of Christopher Columbus from 1492 and will participate in a class discussion about the image.**
2. The students will participate in a listen and retell strategy with which students will listen to the teacher read an article aloud. Students will be provided with an index card they number 1 - 5 and will listen to the article read aloud a second time. Students will write down five key words from the read aloud they will use to retell the article. Students will break into pairs and one partner will retell the article using the five key words on their index card and the other partner will listen and try to guess the 5 key words. The listen and retell strategy will be repeated with another article about Columbus and each pair will change roles of telling the story and guessing the five key words. (*What does the article say about Columbus? Who wrote the article? Can you make use of the facts to determine whether Columbus is a hero or villain? What examples can you provide to support your findings? How is the first article similar and/or different from the second article?).*
3. Students will then participate in a jigsaw exercise to discuss what they learned from the articles with their classmates. They will be jigsawed into groups to discuss what they learned from the articles and discuss their thoughts on Columbus. (*Why is Columbus a hero? Why is Columbus a villain? What examples can you provide to support your claim? What makes you think Columbus is a villain or hero? What do these articles make you think about Columbus? Explain).*
4. The students will then go back into their original seats and participate in a class discussion about their thoughts on Columbus based on the articles and discussions with peers throughout the listen and retell and jigsaw exercises. (*What year did Columbus begin his voyage to the Americas? What did you think about Columbus before participating in the listen and retell strategy? Did these articles change your opinion about Columbus? What did you learn about Columbus that you didn't know before? Do you think Columbus is a hero or villain? What makes you think this? What additional research can be done to help support your claim?).*
5. To close the lesson, students will complete an exit ticket where they will write down whether they think Columbus is a hero or a villain and provide three reasons to support their claim. (*We will be handing out an exit ticket. We want you to write down whether you think Columbus is a hero or villain. Please provide three reasons to support your claim.)*

**ASSESSMENT**

Informal assessment

When students are participating in the listen and retell exercise, the teacher will informally assess their comprehension of the articles.

Formal assessment

Students will complete the exit ticket assessment to provide their understanding of Christopher Columbus and support their answer with three reasons.

**REFERENCES**

Alabama Textbook. (1962). *Columbus day poem (In 1492).*

*K-2 Next Generation ELA Standards at a Glance* [PDF]. (n.d.). NYS Education Department.

New York State Education Department. (2015). NYS Standards Retrieved from http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework





