

RETHINKING AND REPLACING COLUMBUS-ZOOM STUDENT SPEAK OUT

Secondary Learning Unit

The length of this **Learning Experience is flexible** depending on student/teacher's needs and can be adapted for all students, particularly in grades 7-12. *Some of the educational support resources are annotated below and are K-12.

LESSON PLAN OUTLINE:

Goal- To provide students with an opportunity to explore the controversy this "explorer" has raised in Syracuse and other places throughout the USA. This learning unit culminates with a one-hour ZOOM SPEAK OUT, facilitated by a former local social studies teacher and secondary high school principal. Instructional resources to support this learning experience are shared below to be used at the discretion of the teacher to supplement classroom and home school materials. They are in no way meant to be exclusive and are just a jumping off point. The Culminating Experience will be a ZOOM STUDENT SPEAK OUT, where they get to express what they learned.

ESSENTIAL QUESTIONS:

What do we do when our heroes turn out to be bad people who do bad things?

Is rewriting our history OK?

How can conflict lead to positive change?

Instructional Strategies:

Students will examine how the history of Columbus has been treated in recent local op-eds, text books and other written materials, many of which will be provided via a dedicated web site.

Students will explore the recent decision to relocate the Columbus statue in downtown Syracuse with a cultural display that embraces positive contributions from our Italian- American and immigrant population, while honoring the indigenous first people of this area of NY State

Students will use a variety of web-based primary and secondary resources as well as print materials to compare any divergent points of view

Students will interview others-elders, friends and family members to gather information about differing perceptions about Columbus and the current move to replace the Columbus statue in downtown Syracuse with a cultural display that embraces positive contributions from our Italian- American, immigrant and indigenous communities

Resources/Materials: Students and teachers will be provided with web resources and links to supplement text books and other available school and home materials. Local libraries have additional resources available upon request.

Assessment: Students will have an opportunity to discuss what they have learned in a Zoom Student Speak out with other students from the local community who have participated in this Learning Experience

Teachers will be encouraged to share their web resources with the Learning Experience Coordinator, Colleen Zawadzki at Karatecolleen123@gmail.com so that they can be shared on the web site so that other students can make use of them. **Please contact her if you have an interest in more information.**

Educational Resources

The resources below are suggested and can be used at the discretion of the educator.

Teaching the Controversy of Columbus

- 1.) Teaching a Structured Academic Controversy (SAC)- Developed by Cooperative Learning researchers David and Roger Johnson, this format gives educators strategies for this challenging teaching strategy using many resources. By the time students reach adolescence, many believe that every issue comes neatly packaged in a pro/con format, and that the goal of classroom discussion, rather than to understand your opponent, is to defeat him. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses. The SAC's structure demands students listen to each other in new ways and guides them into a world of complex and controversial ideas.Teachinghistory.org
- 2.) A TED-EDUCATIONAL VIDEO-[History vs. Christopher Columbus - Alex Gendler | TED-Ed](https://www.ted.com/talks/history_vs_christopher_columbus_-_alex_gendler) TED-Ed Animations feature the words and ideas of educators brought to life by professional animators.
- 3.) [The People vs. Columbus, et al. - Zinn Education Project \(zinnedproject.org\)](http://zinnedproject.org) Rethinking Schools.
A trial role play asks students to determine who is responsible for the death of millions of Taínos on the island of Hispaniola in the late 15th century. Time Periods: Colonization: 1492 – 1764 Themes: Imperialism, Native American
The Zinn Education Project promotes and supports the teaching of people's history in classrooms across the country. For more than ten years, the Zinn Education Project has introduced students to a more accurate, complex, and engaging understanding of history than is found in traditional textbooks and curricula.
- 4.) [Beyond Columbus: Teaching the Lessons of 1492 | Education World](http://www.educationworld.com) In 1992, the Columbian quincentennial, the 500th anniversary of Columbus's voyage to North America, spawned a national vilification of Christopher Columbus. For centuries, Columbus had been hailed as a brave explorer whose daring, perseverance, and navigational knowledge led to the "discovery" of America. Almost overnight, he became known as "a brutal person and an incompetent navigator who ushered in centuries of

death and oppression for those who lived on this continent before his arrival."
(See [Thirty Million...and Counting](#).) The controversy continues today.

5.) LESSON PLAN Columbus Day or Indigenous Peoples Day? Developed by the Anti-Defamation League. [download \(adl.org\)](#)

6.) Developed for HomeSchooling there are many k-12 resources here: According to The History Channel, there are three main controversies linked to Columbus and help explain why some people today do not want to celebrate the life of this explorer or the holiday. When encountering the indigenous people (that, by the way, he named "Indians") of the "New World" and that Columbus wasn't nice.[23 Christopher Columbus for Kids Activities: Columbus Day Facts and History | Homeschool Super Freak](#)

Doctrine of Discovery Materials:

1) Island of the Blue Dolphins Developed by National Parks Service
[Microsoft Word - Lesson Plan Doctrine of Discovery.docx \(nps.gov\)](#)

The Doctrine of Discovery Grade Level High School:

Ninth Grade through Twelfth Grade Subjects: Literacy and Language Arts, Social Studies

Common Core Standards 9–10.SL.1, 9–10.SL.1.B, 11–12.SL.1, 11–12.SL.1.B, 11–12.RH.1, 11–12.RH.2, 11–12.RH.7, 11–12.RH.8, 11–12.RH.9

Background Information: The Doctrine of Discovery is a legal premise that governed European conquest of the New World and continues to have implications for property rights today. The goal of this lesson is to familiarize students with the Doctrine of Discovery and offer practice in the close reading of historical sources. This lesson requires students to use background texts and primary source documents to learn how the Doctrine of Discovery influenced and influences the ongoing process of colonization.

2)United Nations Press Release, May 8, 2012

[‘Doctrine of Discovery’, Used for Centuries to Justify Seizure of Indigenous Land, Subjugate Peoples, Must Be Repudiated by United Nations, Permanent Forum Told | Meetings Coverage and Press Releases](#)

‘Doctrine of Discovery’, Used for Centuries to Justify Seizure of Indigenous Land, Subjugate Peoples, Must Be Repudiated by United Nations, Permanent Forum Told”

3) [Online Resources - Doctrine of Discovery](#)

[The Doctrine of Discovery](#) educational resource, is lovingly maintained by [Indigenous Values Initiative](#) and the [American Indian Law Alliance](#).

4.) The Doctrine of Discovery, 1493 -*A Spotlight on a Primary Source by Pope Alexander VI* [View this item in the collection](#)

5.) [Doctrine of Discovery — Upstander Project](#)

The Upstander Project serves mass and targeted audiences by challenging indifference to injustice and raising awareness of the need for upstanders, especially among teachers and their students. With original documentaries, related learning resources, and educator workshops, the Upstander Project helps teachers and students become upstanders. Their Goals are to overcome indifference to social injustice, develop the skills of upstanders and contribute to action-oriented campaigns in response to vital social issues.

Island of The Blue Dolphins Resources

- 1.) These wonderful materials were developed by the National Parks Service. The writing prompts and lesson plans listed below by theme and chapter provide students with opportunities to reflect on their reading of *Island of the Blue Dolphins* and deepen their understandings. Make sure you check out the great links at the bottom for a wealth of learning experiences. [Teacher Resources - Island of the Blue Dolphins \(U.S. National Park Service\) \(nps.gov\)](#)
- 2.) **GradeSaver creates classic literature study guides and puts them on the internet for free.** This quickly turned into ClassicNotes, written exclusively by Harvard students. With millions of users each month and over 400 titles, ClassicNotes ranks among the largest academic resources available online.
[Island of the Blue Dolphins Study Guide | GradeSaver](#)
- 3.) **SparkNotes**, originally part of a website called The Spark, is a company started by Harvard students Sam Yagan, Max Krohn, Chris Coyne, and Eli Bolotin in 1999 that originally provided study guides for literature, poetry, history, film, and philosophy. Later on, **SparkNotes** expanded to provide study guides for a number of other subjects, including biology, chemistry, economics, health, math, physics, and

sociology. **SparkNotes** does not charge users to use its resources.

[Island of the Blue Dolphins: Study Guide | SparkNotes](#)

- 4.) Joel Michel Reed has published more than seventy popular novel studies, all of which are available on this website, as well as his 'Teachers Pay Teachers' storefront. The novel studies are presented chapter-by-chapter and include the following basic structure; Before You Read, Vocabulary, Comprehension Questions (including many higher-level thinking questions); as well as many challenging Activities. Please note-Reed Publications run on Christian principles, they state that novel studies are **written for a secular market. This lesson is in PDF form and seems to be appropriate for a variety of students.**

[Island Of The Blue Dolphins \(reednovelstudies.com\)](#)

- 5.) [Island of the Blue Dolphins BookFiles Guide \(PDF\) \(scholastic.com\)](#)

- 6.) [Island of the Blue Dolphins Study Guide | JGDB](#)

Sing Down the Moon Lesson Plan Resources

- 1.) [Sing Down the Moon Lesson Plans & Worksheets Reviewed by Teachers \(lessonplanet.com\)](#)

Founded by educators for educators, Lesson Planet is passionate about creating and delivering innovative digital tools and quality educational resources to help personalize student learning and inspire great teaching. For over 20 years, Lesson Planet's team of experienced teachers have been curating and reviewing online, free and open educational resources (OER), as well as building tools that help educators save time discovering, planning, and implementing their curriculum.

- 2.) [Sing Down The Moon \(reednovelstudies.com\)](#)

Reed Novel Studies is a family-friendly **novel study (study guide)** and curriculum website, devoted to creating high quality resources that are educational as well as entertaining. Our **study** guides are intended primarily for academic assistance, including a standard classroom setting, as well as for home-schooling families.

Links with the Common Core Standards (U.S.) Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the Reading Standards for

Literature, Grade 5, makes reference to a) determining the meaning of words and phrases. . . including figurative language; b) explaining how a series of chapters fits together to provide the overall structure; c) compare and contrast two characters; d) determine how characters ... respond to challenges; e) drawing inferences from the text; f) determining a theme of a story . . . and many others.

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.