

Teacher Name: Keenan Jones
Title of Lesson: Christopher Columbus
Grade Level: 5th
Lesson Duration: 60 minutes

Overview: In this lesson, students will learn about Christopher Columbus, who is apart of our Early American history and is very controversial.

Subject Matter: Christopher Columbus was a world explorer, who is given a day that is celebrated in our country. His exploration led to many events that still exist today. Students need to know the truth about Columbus, as well as understand his contribution in many different forms.

Learning Objectives: Students will use inquiry to analyze multiple sources about how and why things happened in the past.

Standards: Minnesota Social Studies Standards: 5.4.1.2.1. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Technology Components: Student Websites: PBS Learning Media, Google Classroom, Flippity, Random Student Generator. Computers: IPAD, Chromebook, Mac's, Desktop.

TECHNOLOGY LINKS

Random Student Generator <http://www.transum.org/software/RandomStudents/>
Google Classroom <https://www.youtube.com/watch?v=0DCOe9v9CuM>
Flippity <http://www.flippity.net/>
PBS Learning Media <https://www.pbslearningmedia.org/>

Materials:

Prep for Teachers:

1. Research Christopher Columbus, including [myths](#), current events, e.g. [renaming of the holiday](#) as Native American or Indigenous Peoples Day; [Italian Heritage Month Celebrations](#)
2. ORID Discussion Protocol <https://www.bridgew.edu/sites/default/files/relatedfiles/ORID-discussion-method-6.3.14.pdf>
3. Watch Video
4. Read Article
5. Prepare Google Classroom
6. Have names ready for grouping in Random Student Generator or Flippity.
7. Write Google Classroom Code and other directions on the board or on your computer to project as students begin to work.

Video Links: PBS Learning Media: Christopher Columbus | PBS World Explorers

<https://tpt.pbslearningmedia.org/resource/58b6bd78-c924-4d32-b48d-d9590b862ff5/columbus-pbs-world-explorers/#.WW7RWSBOf0>

Article Links:

PBS Learning Media: Supplemental Spanish Grades 3-5 Cristobal Colon

<https://tpt.pbslearningmedia.org/resource/supplemental-spanish-l15rp-reading-passage-6-8/supplemental-spanish-grades-6-8-cristobal-colonchristopher-columbus/#.WW7SFIBOf0>

Student Materials: Pen/Pencil, Notebook Paper, Computer/Laptop/IPAD

Introductory Activity: 10 minutes (Make sure students have computers before lesson begins)

1. Begin by giving the students the learning objective and then the subject matter. Write it on the board or put it on your computer and project on Smartboard or Promethean if you have one.
2. Have students login to their device, but then instruct them to dim the screen so that it isn't a distraction.
3. Ask the question, "What do you know about Christopher Columbus?"
4. Have students turn and talk, then call on a couple of students. Let them know that it is okay to not know about this person.
5. Students will then have a question that will guide their research of Columbus. Put this question on the board: Do you think Christopher Columbus is a hero?

Learning Activity: 50 minutes

1. Students assignment will be to login to Google Classroom, where the instructions to the assignment will be available. They will need to read the article on Columbus to gain some background knowledge. Have them highlight, circle, or underline key terms. Once finished with the article, they are then to watch the video. Students then will summarize the article and video. Write this question on the board, "Do you think Christopher Columbus is a hero?" This will be a question they will answer later. Also, if students have questions about anything, have them type it on their Google Document that they will turn in on Google Classroom. This could lead to other discussions in the future.
2. Have students login to Google Classroom, where all the information that you stated will be available to students as they are working. Project the process to get on Google Classroom on the screen in the front of your classroom so students can follow along. If you have some students that are good with technology, have them assist with other struggling students.
3. Be clear with work expectations and allow them to go. Give them about 20-30 minutes of work time.
4. Add an extension assignment for students to explore Google Earth to see some the parts of the world that carry a connection with Columbus. (Seville, Spain, Genoa, Italy-birthplace, Sante Fe, Spain) <https://www.google.com/earth/>
5. Next, tell students that they will participate in a group discussion based on the question, "Do you think Columbus is a hero?" Be sure to go over your discussion protocol. Use Flippity or Random Students to generate groups. If you want more structure, give task cards to students or jobs, for example some jobs could be: Question Asker, Crowd- Pumper, Note Taker, Timer, Participants. (similar to the ORID Discussion Method). Go over your expectations for a healthy discussion.
6. Allow this to go on for 10 minutes. Be sure to walk around and listen in on conversations.
7. After 10 minutes, call on groups or individuals to talk about what their group discussed. Have this go on for 5 minutes.
8. Finally, as an exit slip, introduce a "Quick Write", where students will write to the best of their ability, for 5 minutes, from this question. "How did Columbus's expedition, have an effect on our world today? http://www.teachtnhistory.org/file/Quick_Write_instructions.pdf

Cross-Curricular Activity: Students will be involved in multiple activities throughout this lesson, which will include: Social Studies, Technology, Geography and Language Arts. The Social Studies portion is the main topic about Columbus. Technology is embedded throughout with Google Classroom and PBS Learning Media. Geography is applied with Google Earth and researching areas that are associated with Columbus. The Quick Write is a nice AVID strategy that involves writing.

Culminating Activity: Students will participate in what is called a "Quick Write" which is an AVID strategy, where they will reflect on their thinking for 5 minutes and write continuously until the end of that time period. This will be their exit slip for the activity.