

Elementary Level Inquiry: Using Multiple Perspectives in Social Studies

Should Christopher Columbus be Honored as a Hero?			
C3 Framework Indicators		<ul style="list-style-type: none"> ● D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. ● D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. ● D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created. ● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. ● D4.1.3-5. Construct arguments using claims and evidence from multiple sources. 	
California State Standards		5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.	
Social Justice Standards (from Teaching Tolerance Anti-Bias Framework)		<ul style="list-style-type: none"> ● Students will recognize that peoples’ multiple identities interact and create unique and complex individuals. ● Students will analyze the harmful impact of bias and injustice on the world, historically and today. ● Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. 	
Staging the Inquiry		Watch two news reports on the controversy over changing Columbus Day to Indigenous People’s Day and complete a “Think, Puzzle, Explore” chart. Use questions and plans for exploration to guide students in constructing the class inquiry.	
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How does identity shape our perspectives of events?	How can a source be shaped by the author’s identity?	What was the perspective of the Native Americans (Taíno people) on Columbus’ exploration?	What was the perspective of the Europeans on Columbus’ exploration?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
One paragraph reflection answering the question, “How does identity influence perspectives?”	“Sourcing Documents” organizer to be used throughout the unit inquiry “Source Detectives” reflection at the completion of Supporting Question 4	“See, Think, Wonder” on Taíno culture Taíno perspectives chart	“Motivations for Exploration” chart “Circle of Viewpoints” group poster

Featured Sources	Featured Sources	Featured Sources	Featured Sources
	Assorted picture books such as: <i>Follow the Dream: The Story of Christopher Columbus</i> by Peter Sis and <i>Encounter</i> by Jane Yolen	<ul style="list-style-type: none"> • <i>The World Made New</i> by Marc Aronson & John W. Glen • Social Studies textbook • Translated portions of Columbus' journals • Pope's declaration • De Las Casa's translated and annotated writings 	<ul style="list-style-type: none"> • <i>Young People's History of the United States</i> by Howard Zinn • Annotated sections of "Hispaniola" by Bartolomé de Las Casa • <i>Encounter</i> by Jane Yolen • "Enrique's Resistance" from <i>Rethinking Columbus</i>
Investigations	Investigations	Investigations	Investigations
<ul style="list-style-type: none"> • Identity webs • Lunch fight scenario role play 	<ul style="list-style-type: none"> • Compare the perspectives of two secondary sources: <i>Follow the Dream</i> and <i>Encounter</i> • Reflect on how authors' identities affected the books' perspectives. • Sourcing chart will be used to analyze the perspective of each text throughout the unit. 	<ul style="list-style-type: none"> • Use a "See, Think, Wonder" to annotate primary and secondary documents • Use texts to impacts on the indigenous people and their resistance. 	<ul style="list-style-type: none"> • Use a "See, Think, Wonder" to annotate primary and secondary documents. • Use texts to understand the context and motivations of explorers. • Work as a group to write from the different perspectives using "Circle of Viewpoints" poster.
Summative Performance Task	Construct an evidence-based argument using multiple sources to answer the compelling question: Should Christopher Columbus be honored as a hero today? Arguments will be debated using the Socratic Seminar.		
Independent Inquiry Extension	Was Christopher Columbus' impact on indigenous groups unique? Inquire into other explorers and their impact on indigenous peoples.		
Taking Action	Take a stand in the debate on Columbus Day. Make a plan of action to advocate for a position in the debate over whether Columbus Day should remain a holiday. Choices may include writing a letter to a representative stating your position or creating awareness by presenting your learning to a particular audience in our school community.		