

The “Other Side” of the Story:

Designing Multiple Perspective Inquiries

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Our Inquiry:

Why are multiple perspectives important in our social studies instruction?

How do we integrate diverse voices into our curriculum?

Workshop Agenda

- ❖ Role Play
- ❖ Research and Rationale
- ❖ Case Study of Multiple Perspectives Unit in a 5th Grade Classroom
- ❖ Ways to Use Multiple Perspectives in Your Elementary Classroom

Playground Scenario

You're on recess duty and a verbal altercation breaks out between two students playing soccer. The students are yelling insults and you arrive on just as the students are starting to push each other. You quickly defuse the situation. Now, you need to figure out what happened, but the students have conflicting stories.

How do you figure out the situation?

Think About...

- ❖ Who is involved in the situation?
- ❖ Who do you talk to about the fight?
- ❖ What do you know about the participants / witnesses?
- ❖ What may affect a source's credibility?
- ❖ How to you ensure a source's credibility?

What factors can affect your decision?

- ❖ If the stories make sense
- ❖ The reputation of the students
- ❖ Where you and the witnesses were during the fight
- ❖ The relationship the kids in the fight have with each other
- ❖ The relationship they have with the witnesses
- ❖ Do you empathize with one of the participants? Or one of the witnesses?
- ❖ The stake that someone has in the conflict
- ❖ How emotional or hurt are the participants

To fully understand a situation, you
need to:

Listen to multiple perspectives
Evaluate sources of information

“The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in interdependent world.”

–NCSS, 1994

Equitable Democracy is the Goal.

- ❖ Anti-biased and participatory democratic approach:
 - See ourselves as part of a greater whole
 - Listen to and learn from people who are different from ourselves
 - Develop critical thinking skills
 - Deliberate to find peaceful solutions to problems
 - Promote the freedom, rights, and well-being of all people

Building Empathy in Social Studies

- ❖ Empathy is the ability to understand someone else's thoughts, feelings, or experiences from their perspective.
- ❖ Requires students to:
 - Understand the contexts that create different points of view
 - Care about people and the injustices they experience
 - Care about improving society for the benefit of everyone

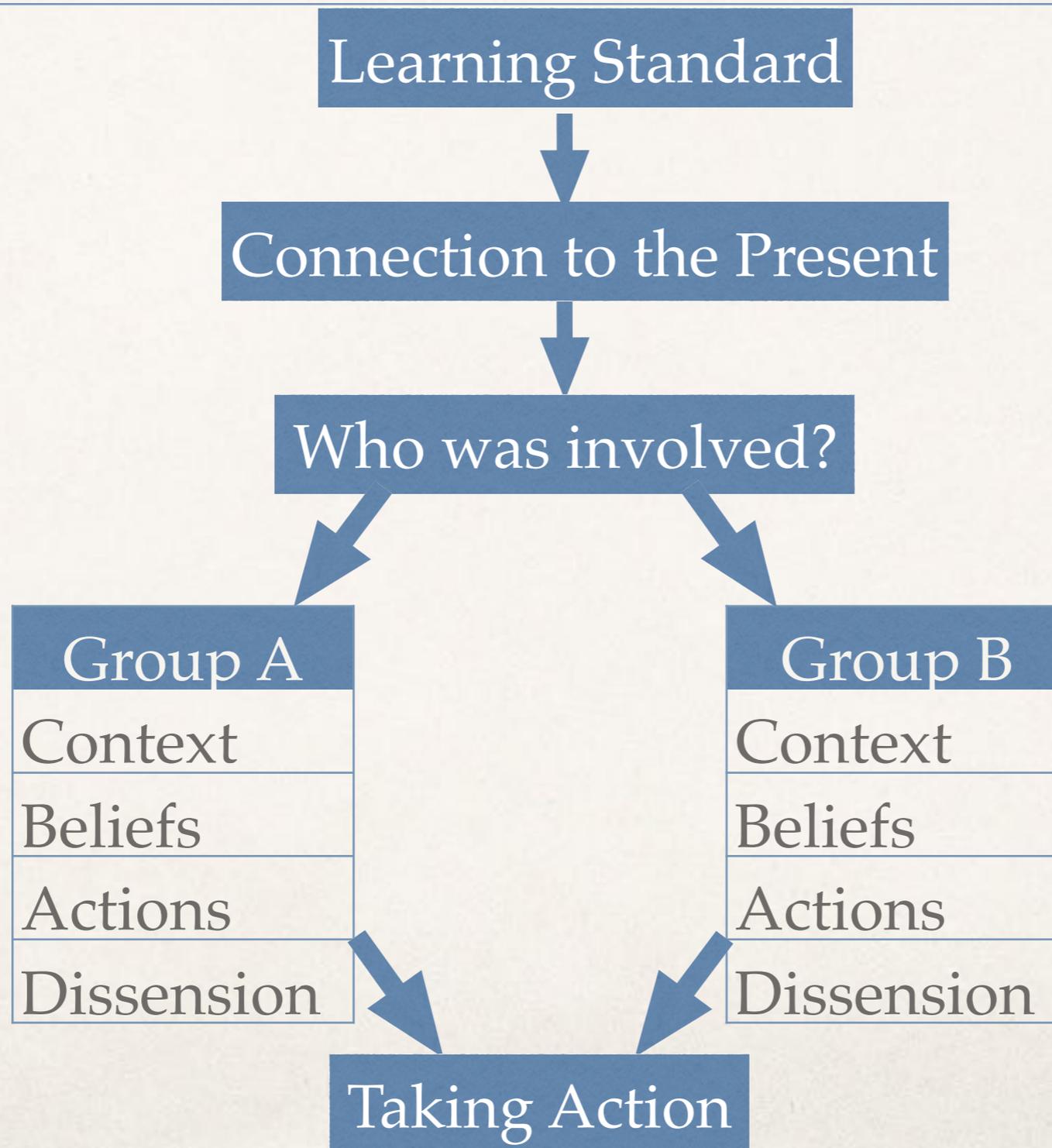
One-Sided Stories

- ❖ Elementary social studies curriculum relies heavily on one source-
the textbook.
 - Chooses *what* and *whose* knowledge is most important
 - Neglects certain voices, simplifies the complexity of situations, and omits how people influence society
- ❖ Dire consequences:
 - Students do not have models for working together to solve issues plaguing our society.
 - Students of marginalized groups don't see themselves in US history.

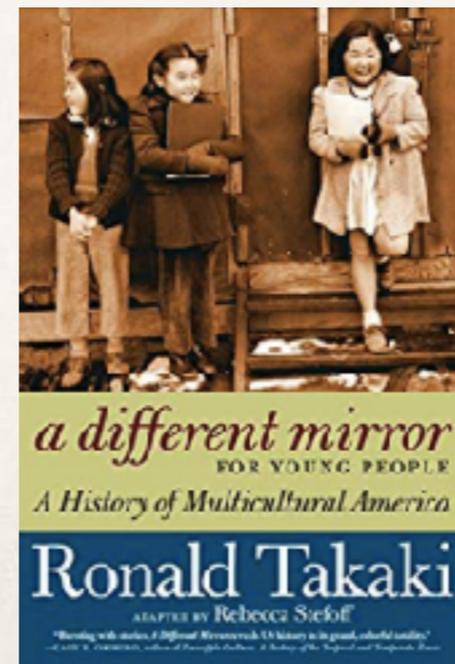
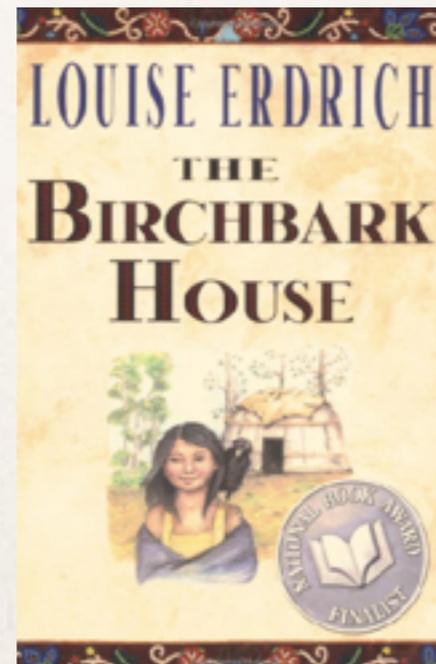
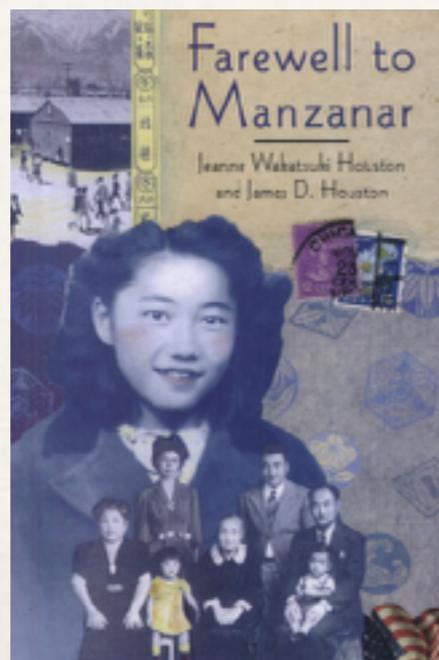
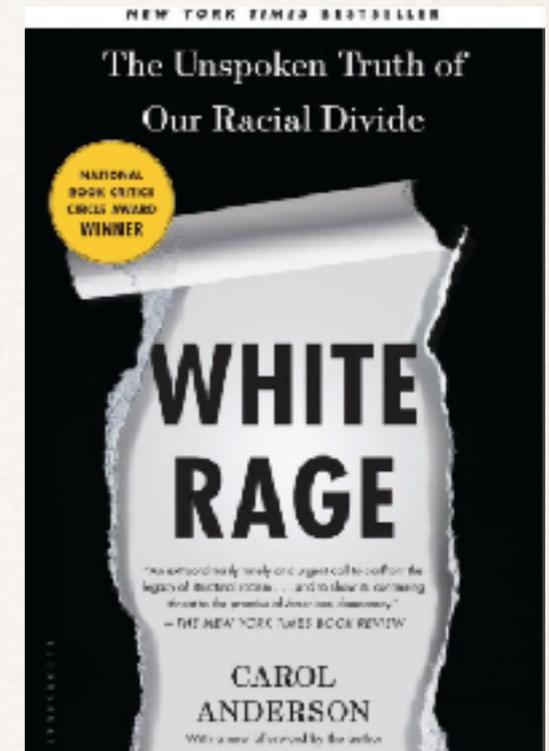
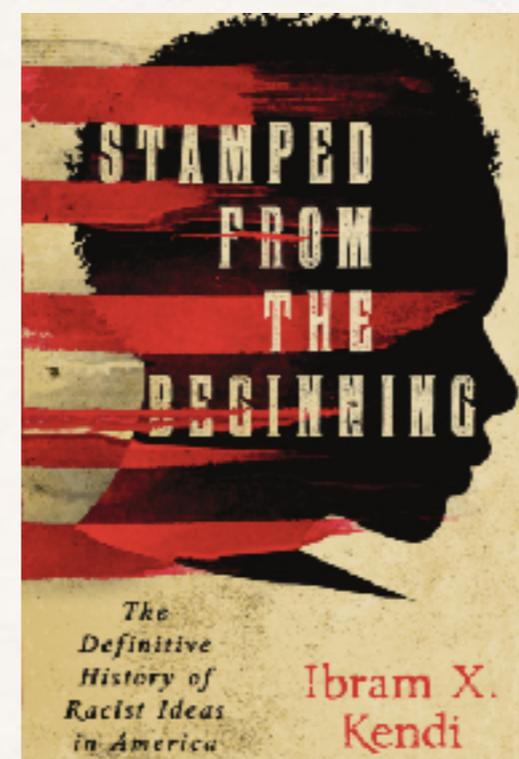
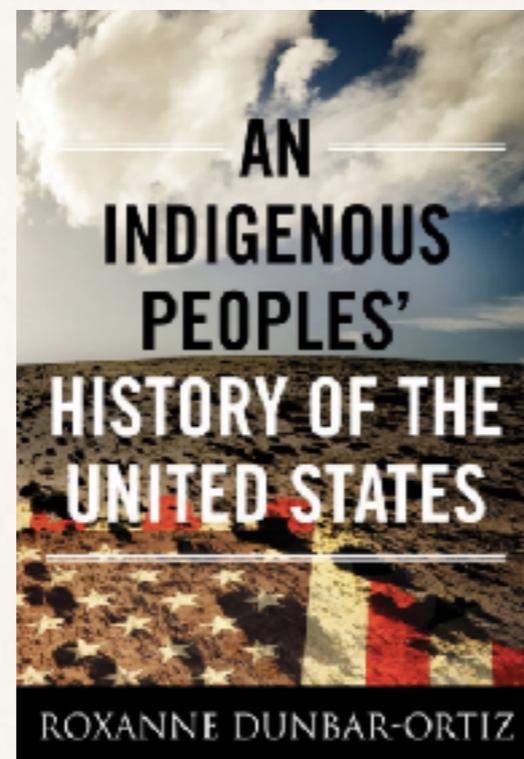
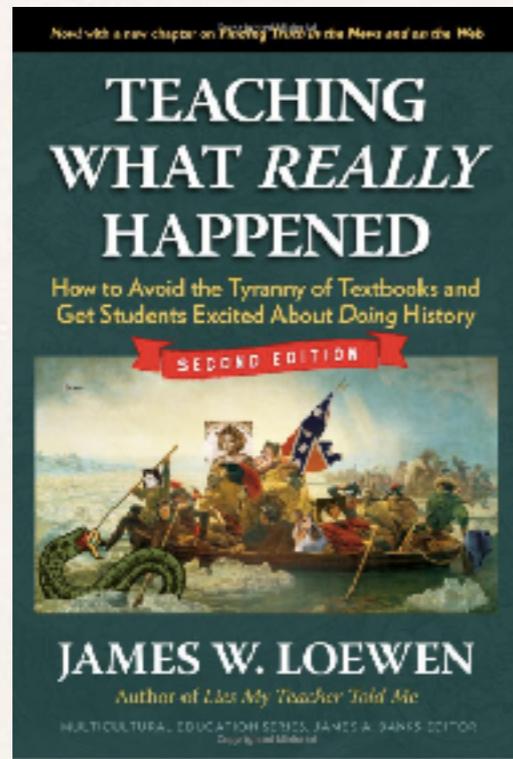
“The stories that history textbooks tell are predictable; every problem has already been solved or is about to be solved. Textbooks exclude conflict or real suspense...They portray the past as a simple morality play.”

—James Loewen, 2007

Preparing to Teach with Multiple Perspectives



Learn the History of the “Other Side”



Case Study: Taíno People and the Columbus

Goals:

1. To include neglected perspectives
2. To teach students that historical events have multiple perspectives
3. To teach students to critically evaluate sources

Learning Standard: "Students trace the routes of early explorers and describe the early explorations of the Americas".

Connection to the Present

Who was involved?

Group A
Context
Beliefs
Actions
Dissension

Group B
Context
Beliefs
Actions
Dissension

Taking Action

Inquiry Design Model

- ❖ Compelling question
- ❖ Scaffolded tasks
- ❖ Sources
- ❖ Construction of an evidence-based argument
- ❖ Take action

Framing the Inquiry

What is the connection between the standard and our current events?

**Should San Francisco rename
Columbus Day Indigenous Peoples
Day?**



What Questions Do You Have?

- ❖ Evaluative compelling questions
- ❖ If appropriate, invite the students to craft compelling questions.
- ❖ Used Visible Thinking Strategy, "Think, Puzzle, Explore"

(*Making Thinking Visible* by Ron Ritchhart, et al.)

"Puzzles" about the Columbus Day Controversy

- Why is there holiday for Columbus?
- Why is this important for Native Americans?
- Why is this important for Italian-Americans?
- Why did Columbus kill Native American people?
- Do Italian-Americans like Columbus because he's Italian?
- Do the Italian-Americans recognize the bad things Columbus did?
- What actions are people doing to resist change?
- What actions are people doing to make change?
- Should we honor people who did something important but hurt others?

Big Idea Question:

Should Columbus be honored as a hero?

1. What is the perspective of the Native Americans?
2. What is the perspective of the Italian Americans?

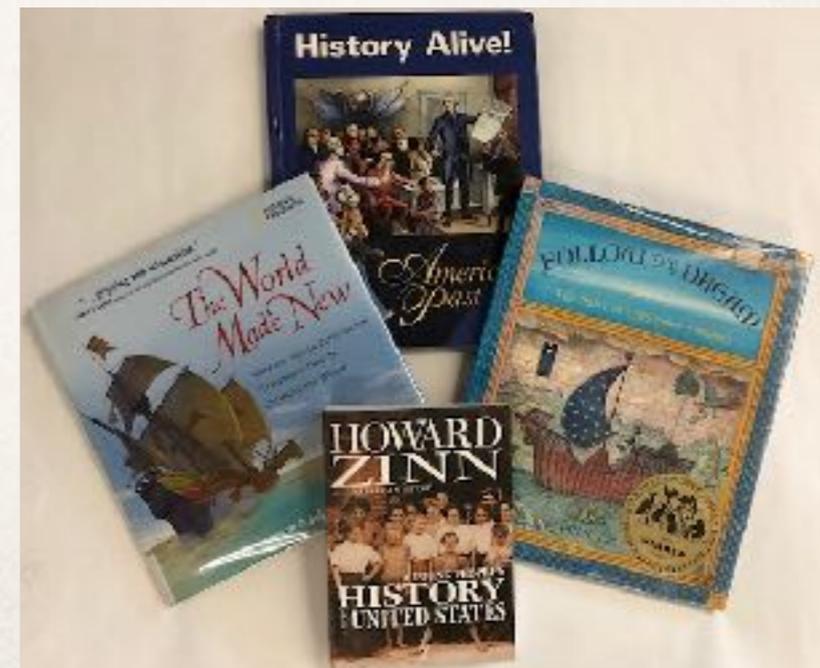
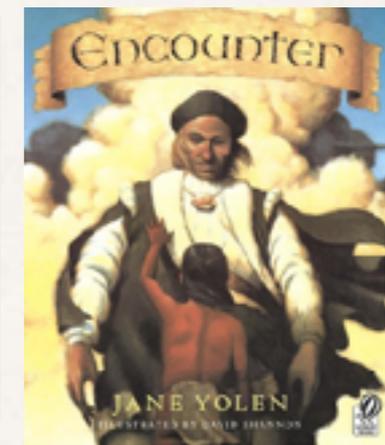
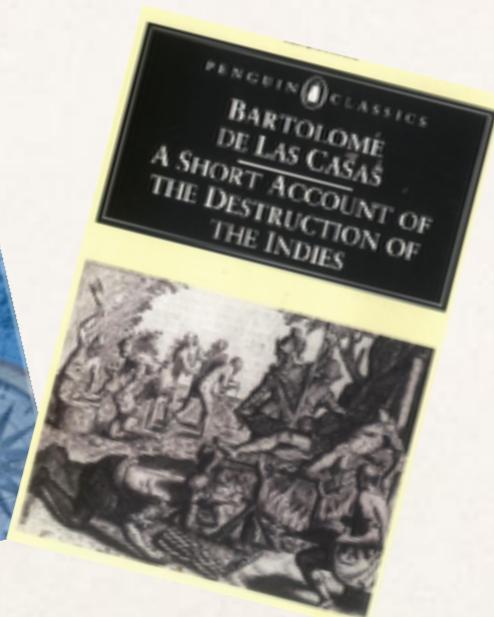
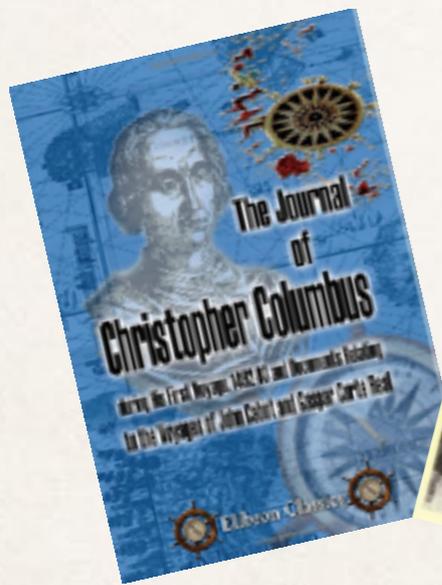
↓
Europeans during time of exploration

Should Columbus be Honored as a Hero?

1. How does our identity shape our perspectives of events?
2. How can a source be affected by the author's identity?
3. What was the perspective of the Native Americans?
4. What was the perspective of the Europeans?

Gathering Sources

- ❖ Several sources from multiple perspectives
- ❖ Primary and secondary sources



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Supporting Question #1:

How Does Our Identity Shape Our Perspective of Events?

- ❖ Define “Identity”
- ❖ Create Identity Webs
- ❖ Lunchroom Food Fight Scenario

Lunch Food Fight Scenario

Lunchroom Scenario Reflection

Why might people see or remember things differently?

Who has an interest in one kid getting in trouble instead of another kid?

Are the stories *plausible* (reasonable)? What can affect the plausibility of a story?

What would make a story more plausible?

Think about how stories may change over time? How might what we remember right after the event differ from what we remember a week or months later? Does time make the way someone remembers something more or less trustworthy?

“Your identity can make you bias someone. If there is somebody who bullies you, you could exaggerate just to get even with them. Or it could be the other way around and you could protect somebody you are friends with and you don’t want him to get in trouble. This might make your story different.”

– Jamal, 5th grader

Supporting Question #2: How is a Source Affected by the Author's Identity?

Teach Students to Evaluate Sources!

- ❖ Read *Encounter* by Jane Yolen, *Follow the Dream: The Story of Christopher Columbus* by Peter Sis, and *History Alive!* textbook
- ❖ Reflection:
 1. What kind of source is this book?
 2. Who is this story about?
 3. Whose point of view is represented? What is your evidence?
 4. Whose point of view is not included? What is your evidence?
 5. How does the author feel about Columbus? Native Americans? What is your evidence?
 6. Who is the author? What do we know about him/her?

Sourcing Documents: The Columbus and Taíno Encounter

Document Name (What kind of source?)	Who Wrote It? What Do We Know About <u>His/Her</u> Identity?	When and Where Was the Document Created?	Whose Story Is Told? Whose Is Left Out?	Infer the Author's Feelings about the Native Americans	Infer the Author's Feelings about the European Explorers

“The textbook only has 6 sentences out of 58 that even mention the Native Americans. It does have one sentence about how Columbus enslaved them and how many died. But most of it tells how Columbus wanted to go explore and finally got a king and queen to help him and he succeeded. The authors want us to focus on that instead of all the bad things. It’s biased.”

–Brittney, 5th grader

Supporting Question #3:

What is the Perspective of the Native Americans?

- ❖ Understand the historical context of Taíno people
- ❖ Use secondary sources to understand the impact of the encounter:
 - Taíno Museum
 - *Encounter* by Jane Yolen
 - “Columbus and the Indians” from *A Young People’s History of the United States* by Howard Zinn
 - “Taíno Resistance: Enrique’s Uprising” in *Rethinking Columbus*
- ❖ Reflection: Connect the impacts on the Taíno people with your learning about their values, beliefs, and experiences.

See, Think, Wonder

See

Think

Wonder

Source 1: _____

Source 2: _____

Source 3: _____

Source 4: _____

The Taíno Perspective

Source

What Happened When the Europeans Arrived from the Taíno Perspective?

Making Thinking Visible
by Ron Ritchhart, et al.

“What? I knew they [Native Americans] died but I had no idea it was this bad! They almost all died! They made them slaves to find gold but it was an impossible task. Then they [Europeans] chopped off their hands if they couldn’t. This is horrible.”

–Sacha, 5th grader

Supporting Question #4: What is the Perspective of the Europeans?

- ❖ Understand the historical context of Columbus
- ❖ Use primary sources to understand motivations for exploration
 - Excerpt from Pope Alexander VI's *Doctrine of Discovery*, 1493
 - Excerpt from Columbus' journal
 - Adapted excerpt from Bartolomé de Las Casas's "Hispaniola"
- ❖ Compare to secondary sources' coverage of the motivations
- ❖ Reflection: Connect the motivations to your learning of the general beliefs, values, and experiences of Western Europeans

What We Learned about the Renaissance in Europe and the People's Values

- Discovering new ideas - in science → new ideas, learning about the world and navigation
art, literature
- secularism - going away from the Church → But Pope still wanted to spread Christianity
- humanism - focusing on people rather than God/Heaven
- individualism - focuses on accomplishments of individuals → Explorers wanted to do it first, wanted recognition and glory, Countries competed for land (Kings)
- more resources = more wealth → motivated to get gold
- very powerful kings and queens → They had \$ to help Columbus.

What Motivated the Explorers (Columbus)?

Source	Info about the Source	Their Perspective on the Reasons for Exploration
Columbus' Journal	<ul style="list-style-type: none"> • 1492, 1493 • primary source (translated) • white, European man • explorer 	<ul style="list-style-type: none"> • Native Americans → Slaves • wanted gold, spices
Pope Alexander VI (1493) - Doctrine of Discovery	<ul style="list-style-type: none"> • 1493 - primary source (trans.) • Pope during Columbus' expeditions • head of Catholic Church • white, European, upper class 	<ul style="list-style-type: none"> • Spread Christianity
History Alive! textbook	<ul style="list-style-type: none"> • Lobdell & Bower - men • historians • 2001, USA → secondary source 	<ul style="list-style-type: none"> • Claim land • get gold/silver • convert to Christianity • more knowledge about world and navigation • brought back food and tobacco
The World Made New	<ul style="list-style-type: none"> • Marc Aronson & John W. Glenn • National Geographic • children's book authors - men • 2007, USA - secondary 	<ul style="list-style-type: none"> • find a new sea route to Asia - cheaper and faster • wealth • gold/silver, spices • wanted more land → power • more resources → more \$ • glory • converting to Christianity

From the private journals of Christopher Columbus, 1492:

! → "I was very attentive to ^{NA} them, and strove to learn if they had any gold. Seeing some of them with little bits of metal hanging at their noses, I gathered from ^{NA} them by signs that by going southward or steering round the island in that direction, there would be found a king who possessed great cups full of gold...!"

"Should your Majesties command it, all the inhabitants could be taken away to Castile [Spain], or made slaves on the island. With 50 men we could subjugate them all and make them do whatever we want." !!!

From the private journals of Christopher Columbus, April 1493:

"... Finally, to compress into few words the entire summary of my voyage and speedy return, and of the advantages derivable therefrom, I promise, that ... I will procure them as much gold as they need, as great a quantity of spices, of cotton, and of mastic (which is only found in Chios), and as many men for the service of the navy as their Majesties may require."

→ NA slaves

From Pope Alexander VI, in his writing, *The Doctrine of Discovery*, 1493

control "do anything to God likes? ... you have purposed with the favor of divine clemency to bring under your sway the said mainlands and islands with their residents and inhabitants and to bring them to the Catholic faith. Hence, heartily commending in the Lord this your holy and praiseworthy purpose, and desirous that it be duly accomplished, and that the name of our Savior be carried into those regions..."

bring his religion

Columbus? covert NA*

Concluding Supporting Question #2: How Can a Source be Affected by the Author's Identity?

- ❖ Reflect on the sourcing task
- ❖ What conclusions can you draw about the connection between the author's identity and their perspective on the text?
- ❖ Are all sources biased?
- ❖ What can we do to ensure credibility of a source?

“Your identity might make you have a bias when you talk about an event. Peter [Sis] was an immigrant and was inspired by Columbus so his story is about Columbus being a hero. Jane Yolen is a woman and she maybe can connect to the Native Americans because women were hurt in history too. So in her story, she wants to tell the Native American side of the story since it’s missing. She also didn’t think Columbus was a hero and made him like evil serpent in the story.”

–Chloe, 5th grader

“People have identities. Their identities make them take a side. You have to read lots of different stories from Native Americans and Europeans to make sure you see both sides. You have to read primary sources too. That way you can see exactly what they think.”

–Nicolas, 5th grader

Summative Argument Task: Should Columbus Be Honored as a Hero?

- ❖ Take a position and support with evidence
- ❖ 5 paragraph essay using Document-Based Question structure
- ❖ Debate / Socratic Seminar

Taking Action: Should Columbus Be Honored as a Hero?

- ❖ Work with a partner to plan and implement an action project that supports your position.
- ❖ Projects:
 - Slideshow presentations for 3rd graders
 - Letter to principal
 - Letter to the Governor
 - Presentation to the town council



Additional Ways to Use Multiple Perspectives in Your Elementary Classroom

- ❖ Portable archives
- ❖ Double-entry journals
- ❖ Timelines with multiple perspectives
- ❖ Guest speakers
- ❖ Field trips
- ❖ Round-table negotiations
- ❖ Book reviews
- ❖ Literature circles with books from various perspectives
- ❖ Role-play / simulations
- ❖ Readers Theater
- ❖ Diary entries
- ❖ Dialogue poems

“Of course, we have to learn both sides of the story. A teacher has to hear both sides during a fight on the playground... Then we have to learn about both sides of stories in history too.”

—Adnan, 5th grader

THANK YOU

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