

Lesson Objective: To engage students in an alternative perspective of Christopher Columbus by reading “Columbus, the Indians, & Human Progress” a chapter from Howard Zinn’s A People’s History of the United States.

Development of Lesson: The purpose of this lesson is to have students engage in more rigorous reading. Students will be given key ideas about Christopher Columbus guided practice will focus specifically on annotation of the text through the reading strategy of annotation.

Essential Questions:

- **What was the impact of European exploration on Americas’ land and People?**
- **Is Columbus a hero or a villain?**
- **Is it *civil* for civilizations to conquer one another for power and wealth?**

NYS Standards:

RI 7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Student Learning Goals

Content Goals: Students will be able to analyze a differential textual presentation of Columbus’ first encounter with the Arawak Indians.

Skills Goal: Students will be able to annotate the text using the coding the text strategy.

Focus: Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him

Do Now: Students will complete reading the Do Now scenario and respond to the question using the short answer process

Mini Lesson: Student will jot down some key ideas about Christopher Columbus before reviewing close reading strategies.

Guided Practice: I will review the annotation technique that the class has been using for close reading. Students will be distributed book marks with the annotation codes and their meanings. The students have only been focusing on four of them in order to ensure mastery of the technique.

Independent Practice: Students will quietly reading the article “Columbus, the Indians, and Human Progress” in their groups. Students are expected to use the annotation strategy as they read along. Students will be encouraged to read together so that they can as a group decided which pieces of the article stand out to them.

Share/Assessment: Students will share out briefly their reactions to this version of the Columbus discovery story.

Homework:

Students must complete their reading of the article and be prepared to discuss the articles in their groups in the next class.