**LESSON PLAN TEMPLATE**

**Teacher: Stephanie Valera Date:5/16/22**

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| **Topic/Subject/Grade Level:** “**Columbus and the Tainos”/ Social Studies/7th Grade**  **Aim/Objective: What are your specific learning goals for this lesson?** What will the students be able to do at the end of the lesson?  **SWBAT (Students will be able to)** Students will be able to use close reading/annotating strategies to analyze primary and secondary sources to understand the motivation for and effects of Columbus’ exploration.  This lesson plan is aimed at a 90-minute lesson. |
| **Common Core or State Standard addressed in the lesson:**  **Next Generation Standards (Reading/Writing)**  **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.  **RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose.  **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.  **WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research. |
| **Essential Questions:** (What are the key questions students will answer by the end of the lesson?)   * Based on the excerpt from Columbus’ Diary, What was Columbus’ motivation for exploration? * What evidence from the text shows this motivation? (List words and phrases from the text.) * Based on the excerpt from Encounter, What can be inferred about the impact of Columbus’ arrival on the Taino? * What evidence from the text supports this inference? (List words and phrases from the text.) * Based on the evidence from Encounter & Columbus Diary, how do you think Jane Yolen's account compares? * What was Columbus' perspective of the Taino people? What was the Tainos' perspective on Europeans?   Explain the difference between primary and secondary sources   * Primary Source: This Is a first-hand or contemporary account of an event or topic. * Secondary Source: This is one that was created later by someone who did not experience first-hand or participate in the events or conditions.   Images of the Taino People:  Image 1 is from the Passport to Social Studies Curriculum    Image 2 is from the website <https://www.loc.gov/rr/print/list/080_columbus.html?&loclr=reclnk> |
| **Motivation/Link:** (How will the students hook into the lesson? How will you connect this lesson to other subjects?)  Introduce the topic and aim of the lesson, and do now.  **Do Now: (5 minutes)**  **Prior knowledge-** Write two things you know about Christopher Columbus.  **Connection to Students' Culture-** Most students/families are from the Dominican Republic and have been to “La Zona Colonial,” where Christopher Columbus landed and is now a historical site.    -Display Discovery of the Mississippi by De Soto.  • Instruct the students to look closely at the image.  After approximately two five minutes, ask the students to discuss what they see happening in the image. • Students then list important observations and lingering questions.  • Facilitate a discussion to address student questions and to help students identify images that might serve as evidence of motivations for exploration. Prompt them to describe the evidence that supports their inferences. Examples: A student might observe that the planting of the cross in the lower right corner is evidence of the explorer's desire to plant Christianity; another student might observe that the explorers are pictured surrounding the Native Americans in a threatening way; or that the explorers have weapons and are more powerful  **Review Previous Related Lesson**-Students will review the definition for primary and secondary sources which was already taught in a previous lesson. |
| **Materials & Primary Sources:** Please list the materials and primary sources you will use.  -Passport to social studies- Excerpt Sets A-F (provided in slides and also available on Student Workbook pages 38-49 and Curriculum Guide pages 120-122)  -Conclusions From Close Reading (provided in slides in the presentation given by me and also available on Student Workbook page 41 and Curriculum Guide page 123)        An Image by De Soto titled “Discovery of the Mississippi” will be shown during the Do Now so the students can analyze the image and have a discussion on what they see happening. <https://www.loc.gov/resource/det.4a27344/>    Other resources to consider for students to analyze the Native Americans and European interactions.  Website: https://www.loc.gov/rr/print/list/080\_columbus.html?&loclr=reclnk |
| **Guided Practice:** (How will the teacher practice and/or model with the students? How will this be differentiated for individual students?)  **We do: (**5 **min)**  Teacher works with students to annotate part 2 of excerpt set A (Encounter by Jane Yolen)  Teacher works with the student to answer the two questions from the “Conclusions from Close Reading” sheet  pg. 41  **Guiding Questions-**  Based on the excerpt from Columbus’ Diary, what was Columbus’ motivation for exploration?  What evidence from the text shows this motivation? (List words and phrases from the text.)  Based on the excerpt from Encounter, what can be inferred about the impact of Columbus’ arrival on the Taino?  What evidence from the text supports this inference? (List words and phrases from the text.)  Explain the Difference Between Infer and Imply   * Infer: Arriving to a conclusion by reasoning from evidence. * Imply: Is to suggest, express, or show something without stating it directly.   Based on evidence from both Encounter and Columbus’ Diary, do you think Jane Yolen provides a mostly accurate account in her work of fiction? |
| **Independent Practice:** (What will the students do independently to practice the skills being taught?) **You do: (15 min)**-Instruct the students to complete multiple readings and annotate the text to determine which evidence from the text illustrates Columbus’ motivations for exploration as well as the effects it had on the Taíno. |
| **Classroom staffing roles/ grouping:** (What type of groups are the students in and why?)  **You do: (20 min)**  -Students work in small groups of four to read excerpts from Columbus’ diary and Encounter. Distribute excerpts sets and the Conclusions from the Reading worksheet to each group. The excerpts are paired based on their common content.  -Instruct the students to complete multiple readings and annotate the text to determine which evidence from the text illustrates Columbus’ motivations for exploration as well as the effects it had on the Taíno. After each group member has completed reading and annotating, the group will discuss and answer the questions on the Conclusions from the Close Reading sheet.  -When each group has completed the Conclusions from Close Reading sheet pg 41 in the student workbook, one person from each group will rip out page 41 from their workbook. The teacher will paste it around the room. There will be 6 papers based on excerpts.  -Students will engage in a Gallery Walk, reading what each of the groups has recorded. Each student will have a sticky note on which they will write and post a comment or question for one of the groups. Have each group begin the gallery walk standing in front of their own work, moving clockwise. At the end of the gallery walk, the group will have returned to their own chart to read the comments left for them.  Guiding Questions-  Based on the excerpt from Columbus’ Diary, what was Columbus’ motivation for exploration?  What evidence from the text shows this motivation? (List words and phrases from the text.) |
| **Formative Assessment:** (How will you determine what students already know?)  Assess student understanding of explorer motivation and consequence on the *Close Reading Conclusions* sheet= Exit Ticket, and during the gallery walk. |
| **Share:** (How will students demonstrate mastery?)  **Exit ticket- (5 min.)** What was Columbus' perspective of the Taino people? What was the Taino’s perspective on Europeans?  **Preview Next lesson:** -Students will be learning about the Columbian Exchange in the previous lesson. |
| **What questions/problems might the students have about the material being covered?** (Write at least two.)  **1)Did Christopher Columbus discover America?** (Students might come in with the misconception that Christopher Columbus discovered America) I will refute this argument by showing students the image of Columbus landing on the Hispaniola and Arawak Indians greeting him. I would ask the students who do you think were already there? Students will then analyze the image and come to the conclusion that there were humans on Hispaniola before Columbus.    **2)Was Christopher Columbus a Hero or Villain?** |
| **Homework:**  Students will do their homework:  Homework- Read all the excerpts A-F from pgs. 38-40 and answer this question:  How could the exploration of a new land transform or change a person? Or even a nation? |