Lesson Overview

In this lesson students will draw historic conclusions about an episode involving one of Columbus' ships - the Santa Maria - from one primary and two secondary sources. They will also learn about the hidden roles that boys played during the Enterprise of the Indies.

Delaware Standard(s)
- **History Standard 1a, 4-5 [Chronology]**: Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- **History Standard 2a, 4-5 [Analysis]**: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials

Common Core ELA Standards
- **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-LITERACY.RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Big Ideas
- using evidence to support conclusions, causes, effects, corroborating

Essential Questions
- What happened and how do I know?

Enduring Understandings

Students will understand that credible conclusions are grounded in, and are corroborated by, evidence.

Resources
- Google Slides Presentation
- Resource 1: Historic Image Analysis
- Resource 2: Log of Christopher Columbus
- Resource 3: Diego Bermudez - A Boy Who Helped "Discover" America
- Resource 4: Check for Understanding

Procedures
1. **Introduce the Lesson**: Today students will be learning about an incident that happened on Christmas Eve of 1492 and about boys who helped Columbus "discover" America.

2. **Image Analysis - Drawing Conclusions from a Secondary Source**: Project a copy of **Resource 1: Historic Image Analysis** and distribute individual copies to students.

    a. Ask students to recall what they have been learning about Columbus' Enterprise of the Indies.

    b. Explain the three tasks that are described on Resource 1. Have students work with a partner to complete the tasks then discuss responses with the whole class.

3. **Present and Discuss Competing Conclusions**: Invite students to share their conclusions and explain the evidence from the image that supported their conclusions.

    a. Be sure to ask for volunteers that have different conclusions.

    b. Draw attention to any conclusions that are different because students based their conclusions on different evidence. This can serve as a valuable scaffold for students as they progress toward mastering history standard 3.

4. **Document Analysis - Drawing Conclusions from a Primary Source**: Distribute copies of **Resource 2: Log of Christopher Columbus** - Christopher Columbus Log Entry. Have students complete a ReaDiWrite.

    a. <u>Rea</u>d the document independently

    b. <u>Di</u>scuss how it contributes to their understanding of the image on Resource 1

    c. <u>Write</u> - write an improved conclusion about what the image on Resource 1 attempts to illustrate and what happened to one of Columbus' ships on Christmas Eve of 1492.

5. **Practice Corroboration**: Corroboration is part of disciplinary literacy in history. It involves evaluating the credibility of your sources by checking them with other sources.

    a. Ask students…

        i. How well the image on Resource 1 is supported by the information in Columbus' log?

        ii. Which details in the image "stay" with the evidence?

        iii. Which details in the image "stray" from the evidence?

6. **Hidden History**: Tell students that they are now going to read about a group whose contributions to history are often hidden - kids. Distribute copies of **Resource 3: Diego Bermudez - A Boy Who Helped "Discover" America** to students.

    a. Set a purpose: ask students to focus on how this reading contributes to their understanding of Columbus' Enterprise of the Indies, the roles that young people played, and how two places got their names.

7. **Checks for Understanding**: Distribute **Resource 4: Check for Understanding** and have students complete the checks for understanding.