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Title of Learning Unit: Christopher Columbus and the Exploration of the New World

Subjects: History and ELA

Grade Level/Range: First Grade

Overarching Goal or Concept for the Learning Unit:

The students will learn about Christopher Columbus and his first voyage to the new world. Students will understand the different aspects of his voyage including the timeline, details about the voyage, and his first interactions with the New World.

Overview:

This learning unit focuses on the main aspects of Christopher Columbus's voyage and exploration of the New World. The students will be analyzing primary source pictures and contributing to discussions throughout the whole unit plan. These discussions and reflections will revolve around Columbus's three ships, his voyage to the New World, and his first encounter with the Native Americans. Along with discussions, students will also be participating in hands-on learning activities to help contribute to their understanding of the concepts.

Written by: Amanda Lucas, Courtney Messenger, Madison Pulaski

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Pre-Instructional Assessment/Introduction:

1. Show students the book *All About Christopher Columbus* by Baby Professor. Ask them what they think the book will be about based on the cover.
2. Explain that ships used to be the main form of transportation many years ago. This is how people would travel to places far away.
3. The students will look through the pictures in the book and discuss what they think the book will be about based on the pictures.
4. The teacher will use the information the students present to gauge how much background knowledge they have about exploration and voyages.
5. The teacher will read the story to the students. As they read the story together, the teacher will ask comprehension questions to ensure that the students understand the book.

Title of Lesson/Activity #1: The Statue of America's Founder

Created by: Madison Pulaski, Amanda Lucas, Courtney Messenger

Overview of lesson:

The students will be observing, reflecting, and asking questions about a primary source on Christopher Columbus. The students will use the information gathered about the statue in order to create their own statues. Students will then reflect on each other's' statues and compare them to their own. This will allow them extra practice on analyzing and reflecting primary sources.

PA Standards:

- 8.1.1. C-Identify sources of historical information
- CC.1.4.1.L-Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Investigative Question for this activity:

What is the statue of Christopher Columbus and why is it important?

Objectives:

After analyzing and reflecting about a primary source on Christopher Columbus's statue, students will be able to use this knowledge to create their own 'historical statues, with accuracy.

After given the assignment, the students will use grade appropriate grammar when describing their statues, with accuracy.

Materials:

- Primary Source picture of Christopher Columbus Statue
- White construction paper
- Crayons /colored pencils

Print Sources:

Title: Each year, Philadelphia's big Columbus Day festival assembles at the statue of the great Italian navigator in Marconi Park, Philadelphia, Pennsylvania
Contributor Names. Highsmith, Carol M., 1946-, photographer
Created / Published [between 1980 and 2006]
<https://www.loc.gov/item/2011633598>

Student Learning Process:

1. The lesson will begin by the teacher putting a primary source on the board of Philadelphia's Christopher Columbus statue in Marconi Park.
2. The teacher will have the students observe and analyze the picture for a minute or two. Students will identify and note any details about the primary source. Questions that the teacher include:
 - What do you notice first?**
 - What do you notice that you didn't expect?**
 - What do you notice that you can't explain?**
3. The students will then write things that they notice on the whiteboard around the picture. Students can write anything that they notice, along with any questions that they may have.
4. The teacher will then ask the students to reflect on their original observations. The teacher will encourage students to generate hypotheses about the primary source. The teacher will ask students to do this by prompting them with these questions:
 - Where do you think this came from?**
 - Why do you think this item is important?**
 - What can you learn from examining this?**
5. After listening to student responses, the teacher will gear the conversation towards the responses that the students are giving. Student responses will determine how the teacher responses.
6. The teacher will then have the students develop questions that they have about the primary source. This will help lead the students to more observations and reflections about the source. The teacher will prompt the students by asking:
 - What do you wonder about who, what, when, where, why, how?**
7. Students will turn to their table partners and discuss the questions that they wonder about the primary source. Students can compare their questions to see if they have any similar 'wonders'.
8. After the students have had a minute to discuss, the teacher will then explain to the students what the primary source is about. She will tell the students that it is a statue of Christopher Columbus, and it is in Marconi Park, Philadelphia. The teacher will tell the students that this statue was dedicated to honor Christopher Columbus for discovering our nation.
9. After explaining the primary source to the students, the teacher will tell them that they are going to be drawing their own statues.
10. Students will be creating statues of themselves. The statues need to be of themselves, and include the following:
 - An item/object on the statue that represents something important or meaningful that they have done in their life

- A sign that says where their statue is, which must be a place that has importance to their life
 - A plaque next to the statue that gives a short description about what the statue is about (two sentence minimum)
11. Students will be given white construction paper and crayons/markers to create their statue picture. The statue must be colored, not just in pencil.
 12. Students will be given adequate time to complete their 'statues'.
 13. Once all students have finished their 'statues', they will share them with the rest of the class. They will also share the three aspects listed above that must be included.

Closure:

This lesson will be concluded by students sharing comparisons about other students' statues. For example, one student will compare how their statue was similar to another student's statue. Students will finish the lesson by reflecting on how their statues are similar to other students' in the class.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who are not able to hold a crayon physically can use a drawing app on the classroom iPad to draw their statue. The student will be able to just use one finger to touch the screen to make their statue.

Formal Assessment

The formal assessment for this lesson will be the statues that each student creates. There is an attached rubric that will be used to grade the student work.

Another formal assessment will be done when the teacher grades the language usage on the poster.

	1	2	3
Meaningful Item/Object	There is no meaningful item/object drawn with the statue.	N/A	There is a meaningful item/object drawn with the statue
Description of Statue	The student does not have a description of their statue.	The student only has a one sentence description of their statue.	The student has at least a 2 sentence description of their statue.
Location of Statue	The student did not name the location of their statue.	The location of the statue is not specific enough.	The student named a specific location where their statue is located.
Grammar	The student has more than 3 grammatical errors.	The student has 1-2 grammatical errors.	The student has 1 or no grammatical errors.
Color is Used	The student used no color in their drawing.	The student used some color in their drawing.	The student used lots of colors in the whole drawing.

Title of Lesson/Activity #2: Traveling-Past vs. Present

Created by: Amanda Lucas

Overview of lesson:

The students will be learning about travel during Columbus' day versus travel now. They will discuss how people traveled then and how it differs from how we travel in present day. They will also discuss what kinds of items people may have taken on a trip then, that would be different from what might be packed when going on a trip today.

PA Standards:

Social Studies: 8.3 1.C Identify examples of change

ELA: CC.1.4.1.K- Use a variety of words and phrases.

Investigative Question for this activity:

How is travel different today than it was in Columbus' day?

Objectives:

After analyzing the primary source and discussing the differences from past travel to present, students will be able to identify at least three differences in present day travel, with no errors.

While discussing travel in the past and present, the students will use a variety of words and phrases, with accuracy.

Materials:

- The primary source picture of the Santa Maria
- The packing sort worksheets (one and two)
- Poster board
- Crayons
- Glue
- Scissors

Print Sources:

1. The Santa Maria <https://www.loc.gov/item/2005689189/>
2. The sorting activity worksheets (Note: There is a fee for downloading this resource.) <https://www.teacherspayteachers.com/Product/Packing-for-Then-and-Now-A-SS-Activity-from-Christopher-Columbus-Times-355673>

Online collections/Exhibits/Websites:

The sorting activity worksheets

<https://www.teacherspayteachers.com/Product/Packing-for-Then-and-Now-A-SS-Activity-from-Christopher-Columbus-Times-355673>

Student Learning Process:

1. The students will begin by analyzing the primary source picture of the Santa Maria
 - **“What do you notice about the picture?”**
 - **“What do you wonder about the picture?”**
2. After analyzing and discussing the primary source, the students will discuss how people travel today.
 - **“If we have to travel across the ocean, do we take a boat?”**
 - **“Why? What would we take?”**
3. With a partner, the students will discuss the differences between boats and our current transportation.
4. Each partner pair will share their discussion with the class.
 - As students describe the differences, the teacher will make a Venn diagram on the dry erase board.
 - **“What are some things that are the same between these two forms of transportation?”**
5. The students will then discuss how Columbus probably packed for his trip on the boats.
 - **“What do you think he took with him?”**
 - **“What would we take if we were going on a trip?”**
6. The students will receive a worksheet full of pictures and a sorting worksheet.
 - The students will cut the pictures apart and glue them under the appropriate heading. (Now or Then)
7. When the students are finished with the activity, the teacher will review what the students put as answers.
 - **“Which pictures should we have under the now column?”**
 - **“Which pictures should we have under the then column?”**

Closure:

- To complete the lesson, the students will get into groups of three.
- Together they will make a poster about four differences in travel from Columbus' day to present day.
 - This can be done using pictures.
- Then, the students will have to share the differences that they chose with the class.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students who may not be able to cut and paste physically can have their partner cut and paste the pictures for them.
- Students who may not be able to participate in the poster activity can verbalize differences to the teacher.

Formal Assessment

The students will be formally assessed on their poster. The teacher will determine whether the differences they choose are or are not correct.

Informal Assessment

The students will be informally assessed on the answers that they give to the questions that are asked during the lesson.

The students will be informally assessed on their language usage as the teacher listens to the students responses.

Title of Lesson/Activity #3: The First Voyage

Created by: Courtney Messenger

Overview of lesson:

Students will be creating a flipbook on Christopher Columbus's first voyage. Students will learn about his voyages including a timeline and answering questions at the end for a post assessment. By the end of this activity students should be able to discuss, and retell about Christopher Columbus's first voyage.

PA Standards:

Social Studies: 8.1.1. A.-Demonstrate an understanding of chronology.

ELA: CC.1.4.1.P- Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.K- Use a variety of words and phrases.

Investigative Question for this activity:

What was important about Christopher Columbus's first voyage?

Objectives:

After reviewing the primary source of Christopher Columbus's first voyage students will be able to answer questions about it with accuracy..

After given information on Christopher Columbus's first voyage, students will be able to use their background knowledge in order to sequence events with accuracy.

After reading the book and going over Christopher Columbus's timeline, students will be able use their knowledge to sequence events in chronological order with accuracy.

Materials:

- Pencil
- Eraser
- Christopher Columbus Flipbook
- Scissors
- Glue
- Crayons
- Primary Source of Christopher Columbus First Voyage
- Christopher Columbus Book

Print Sources:

1. Christopher Columbus Flip Book
<https://www.pinterest.com/pin/77124212355377435/>
2. Video <https://www.youtube.com/watch?v=ThZj9TEMwgE>
3. Primary Source <http://loc.gov/pictures/item/91721172/>

Online collections/Exhibits/Websites:

Christopher Columbus Flip Book
<https://www.pinterest.com/pin/77124212355377435/>

Student Learning Process:

1. The lesson will begin by the teacher reading a book called “Christopher Columbus” about the chapter of his first voyage.”
2. Then the teacher will put a primary source on the board of Christopher Columbus’s First voyage.
3. The teacher will have the students analyze the picture and identify any details about the primary source they see. Teacher will ask “**What do you notice first? What else do you see in the picture? What do you notice that you did not expect? What do you think he took with him on his first voyage?**”
4. To further engage students with questions the teacher will ask questions like “**What do you think Christopher Columbus is thinking and feeling right now about taking his first voyage?**”
5. Once the class has discussed and analyzed the picture, the teacher will then ask questions like “**What do you wonder about what's going on in the picture?**”
6. Once the class has gone over the primary source and the meaning behind it, the teacher will have students make their own flipbook on who Christopher Columbus was including his voyage, a timeline of his voyage, true and false questions and “what did we learn” questions for their post assessment
7. The class will be doing the flip book step by step so students do not get confused on what they are supposed to be doing.
8. On the first paper, students will write a title and their first name as the cover page. They will be able to color the picture once everything is done.
9. Next they talk about Christopher Columbus and who he is and facts about him.
10. They will then circle the forms of transport he used for his first voyage.
11. Then, they will flip the page and talk about his first voyage and draw a line on a globe of the path he traveled.

12. Then they will move onto the timeline and glue and sequence the events in the order they happened.
13. Students will then complete true or false questions to see if they comprehend the story of his first voyage.
14. On the last page of the flipbook, students will write about what they learned about Christopher Columbus.

Closure:

For the closure, students will each discuss what they learned about Christopher Columbus and his first voyage. They will then turn them in so they can be assessed.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who have trouble writing can just express verbally what they learned about Christopher Columbus throughout the lesson. The teacher will have the iPad and the students can drag the events to the order they go in.

Informal Assessment:

Students will get assessed through observation and students verbally sharing what they learned.

Formal Assessment:

Students will turn their book in to get checked for understanding.

Students will be assessed on how well they chronologically put the events in order.

Title of Lesson/Activity #4: When Columbus and the Native Americans Met

Created by: Maddie Pulaski

Overview of lesson:

This lesson focuses on students analyzing a primary source that focuses on Christopher Columbus's arrival to the New World. Students will be looking at both the perspective of Christopher Columbus and the Native Americans. This will also help students to be introduced to historical bias.

PA Standards:

CC.1.3.1.H-Compare and contrast the adventures and experiences of characters in stories.

8.1.1. B.-Identify a problem or dilemma surrounding an event.

Investigative Question for this activity:

How did both Christopher Columbus and the Native Americans feel upon Christopher Columbus's arrival to the New World?

Objectives:

After analyzing a primary source picture involving Christopher Columbus and the Native Americans meeting for the first time, students will put themselves into each side's perspective in order to think about how each group felt with accuracy.

After being given the "Character Perspectives" handout, students will use grade appropriate grammar and punctuation with accuracy.

Materials:

- Primary source picture of Christopher Columbus meeting the Native Americans for the first time
- The book "Christopher Columbus" by Stephen Krensky
- Pencil
- Character Perspectives Handout

Print Sources:

- Title: Christophe Colomb parmi les Indiens / lith. de Turgis. Date Created/Published: Paris : Vve. Turgis, [between 1850 and 1900]. Medium: 1 print : lithograph, color. Summary: Christopher Columbus among Indians. <http://www.loc.gov/pictures/item/93504854/>
- "Character Perspective" handout (attached)

Student Learning Process:

1. The lesson will begin by having the teacher read the book, "Christopher Columbus" by Stephen Krensky. This book tells of the first voyage taken by Christopher Columbus and his dream of becoming an explorer.
2. The illustrations in the book will help to accompany the students' understanding of Christopher Columbus's voyage in discovering the new world.
3. The teacher will ask the students questions throughout the book in order to gauge their understanding. These questions may include:
 - **What is happening at this point in the story?**
 - **Do you think Christopher Columbus and his crew will make it to land?**
 - **How do you think Christopher Columbus is feeling right now?**
4. After the teacher has read the book, he or she will then put a primary source picture up on the board for all of the students to look at. It will be a picture of the first time Christopher Columbus arrived in the New World and met the Native Americans.
5. Students will have a minute or two to analyze this primary source as a whole class. Students will be able to share their first impressions about what they are looking at. The teacher may prompt the students if necessary, using questions such as:
 - **How does Christopher Columbus look in this picture?**
 - **How do the Native Americans look?**
 - **How do you think this first meeting is going?**
6. After analyzing, the students will be able to share their responses with the whole class. Students will have to compare their own initial reactions with other students.
7. The students will then be broken into four groups, about four-five students in each group. Each group will get a copy of the primary source.
8. Two groups will be analyzing the image from Columbus's perspective. The other two groups will be analyzing it from the Native American's perspective. Students will need to put themselves in the 'shoes' of the side that they are looking at. They will need to think about and discuss how they think the meeting is going for their particular side.
9. Groups will be filling out the "Character Perspective" handout as they discuss their perspective. Their 'character' will either be Columbus or the Native Americans. This will help the students to think about how their side would think, feel, or what they would say.
10. Once the "Character Perspective" handout is complete, students will have the opportunity to present their side as though they actually are the Native Americans or Columbus. This will give the groups the chance to hear the

perspectives of the other groups. It will allow students to see how each side could have been affected differently by this initial meeting.

11. After sharing their perspectives, the whole class will come back together to discuss their final thoughts on the matter.

Closure:

This lesson will be wrapped up by having students share their thoughts about what they heard from other groups. This will allow them to share politely if they agree or disagree with some of the things that were said. It will also allow students to compare and contrast the feelings/thoughts of Columbus and the Native Americans and share final thoughts.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who are nonverbal will be able to draw a picture that they can present within their group in order to represent their group’s perspective. Even though the student cannot actively speak about it, they can still represent their ideas through visuals.

Students who have vision problems will be given their own individual copy of the book “Christopher Columbus” in order to follow along while the teacher is reading.

Formal Assessment:

The group presentations of their ‘Character Perspectives’ will be the formal assessment for this lesson. There is an attached rubric that will be used to grade student work.

	1	2	3
Group Member Participation	One member of the group did the majority of the work.	A few of the members of the group did the majority of the work.	All group members actively participated in the activity.
Well-Stated Perspective	The group does not specifically state their perspective of the first meeting between Columbus and the Native Americans.	The group has little information to support their perspective of the first meeting between Columbus and the Native Americans.	The group has adequate information to support their perspective of the first meeting between Columbus and the Native Americans.
Completion of the Character Perspective Handout	Little of the Character Perspective handout was completed for their presentation.	About half of the Character Perspective handout was completed for their presentation.	All of the Character Perspective handout was completed for their presentation.

Another **formal assessment** will be done to grade the grammar and punctuation usage after the students have turned in their work.

Handout for Activity #4:

CHARACTER PERSPECTIVE

Name: _____

Character's Name:

Problem or Obstacle Character Encountered:

Character Says:

Character Thinks:

Character Feels:

Character's Perspective:

My Perspective:

Learning Center

Title: Exploring the World Around Us

Created by: Courtney Messenger, Amanda Lucas, Madison Pulaski

Overview of Lesson:

Prior to completing this center, students will have already looked at and analyzed the primary sources being used in this center. The students will be working in groups to find facts and pictures posted around the room. The facts will be taken directly from the book *All About Christopher Columbus*, which will have been read prior to this center. The pictures will be primary sources that are taken from the Library of Congress website. The students will share their 'discoveries' with each other after they finish finding two facts and one primary source picture.

PA Standards:

8 .1.1.C- Identify sources of historical information

CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small and larger groups

CC.1.3.1.K- Read and comprehend literature on grade level, reading independently, and proficiently.

Investigative Question for this activity:

Who was Christopher Columbus and what did he do?

Objective(s):

After reading the book *All About Christopher Columbus* as a class, students will be able to recall facts and answer questions about Christopher Columbus.

Materials:

- Paper binocular (at the center)
- Pencil (in their pencil box)
- Eraser (in their pencil box)
- Clipboards (at the center)
- Fact Strips (at the center)
- *All About Christopher Columbus* Book (at the center)
- Primary Source Pictures (around the room on the walls)
- Fact Sheets (around the room on the wall)

Print Sources:

1. Columbus' Flagship, the SANTA MARIA. Copyrighted by: the Mentor Associated, Inc. Date Created/Published: c1915
<https://www.loc.gov/item/2005689189/>
2. Columbus taking possession of the new country (Primary source of representation). Created by: L. Prang & Prang & Co. Published: 1893
<http://www.loc.gov/pictures/item/91481671/>
3. The First Voyage. Created by: L. Prang & Co. Date Created/Published: 1893
<http://www.loc.gov/pictures/item/91721172/>
4. The World Map. Created by: Waldseemuller, Martin.
Date Created/ Published: 1507
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/hispanic-exploration/pdf/map.pdf>

Student Learning Process:

1. Students will be going on their own 'exploration voyage' around the classroom.
2. Prior to this center, students will have read *All About Christopher Columbus* in the Baby Professor series as a class. They will have already discussed how Christopher Columbus was an explorer who sailed across the ocean on a voyage to find the 'new world'.
3. This center will have four-five students in a group at a time.
4. Around the classroom, there will be facts from the book posted, and also primary sources will be posted (see attached pictures).
"Can you see some of the facts and pictures posted around the room?"
5. The facts will be directly from the book. On the fact strip sheet that the students have, the facts will be written with keywords missing. It is up to the students to use the word bank to fill in each fact correctly. Students will use the facts posted around the room, along with prior background knowledge, to fill in the correct answer.
6. For the primary sources, students will write down at least two things that they noticed about the primary source picture that they 'discovered'.
7. Each student will need to locate one primary source and two facts.

8. There will be paper binoculars located at this center for students to use so that they can feel like real explorers.
“How do you think binoculars would have helped Christopher Columbus during his exploration?”
9. After each student has ‘discovered’ one primary source and two facts, the group will reconvene at the center table.
10. Each student will share aloud the facts that they found and the primary sources that they saw. This will allow students to compare their findings.
“What facts/pictures did each of you find? How are these similar or different from the facts/pictures your other group members discovered?”

Modifications/Accommodation Techniques for Students with Special Needs:

- The teacher will read the book to the student and they will eliminate two facts from the fact strips.
- The teacher will enlarge the facts that he or she put up around the room so it is bigger for them to see the words with their binoculars.
- While the teacher is reading *All About Christopher Columbus* she will ask guided questions while flipping and reading through the book to make sure they are understanding what is going on.

Formal Assessment: After students are done with the center fact strip sheet, they will turn the answer sheet into the teacher for an assessment to check for understanding.

Informal Assessment: The teacher will observe student work multiple times throughout the duration of the learning center.

Rationale for the Learning Center Activity:

This learning center is meaningful to students because it allows them to see how their homeland of America was discovered. It shows them the time, effort, and resources that went in to discovering and exploring the land that they call home. It directly correlates to their current life because without the discoveries that Christopher Columbus made, we would not be able to call the United States of America our home.

The learning center that was created is integrative because it incorporates both Social Studies and English Language Arts standards and content. The students explore Christopher Columbus and the new world by becoming explorers and diving into primary sources and facts that will reinforce what they have learned so far in the Social Studies Unit. The students explore elements of English Language Arts by reading fact sentences, applying comprehension strategies, and then analyzing the sentence in order to determine which word best fits in the blank.

This learning center is value-based for students because it introduces students to the world that existed before America was founded. They learn about how America was created and who the voice behind the creation of America was. Without Christopher Columbus, the students may not live in the world that they know today as America.

This learning center is challenging because the students have to put themselves in the shoes of Christopher Columbus and try to understand his experience as he explored the new world as they explore their classroom. It is also challenging because the students have to read complex non-fiction sentences about Christopher Columbus. Then, they have to analyze and apply the sentence structure in order to fill in the correct

word in the sentence blank. Additionally, the students have to analyze the primary sources and list two things that they have noticed about each primary source.

This learning center is active for students because they are moving around the room. During this center they are looking for facts about Christopher Columbus and what he did and discovered. Instead of just lecturing students about Christopher Columbus this activity will get them involved. It is a visual and a hands-on activity for them to do. It actively engages the students in their own education and allows them to be active participants in their learning.

Post Instruction Assessment:

Students will complete the following activity in order to show their comprehension and understanding of the Christopher Columbus unit that was completed.

Name _____



1. Name three items that you took on your voyage with you.

-
-
-

2. Put the events below in the order in which you did them on the voyage. Label them 1-3.

_____ Christopher Columbus became an explorer

_____ The King and Queen of Spain give Christopher Columbus money for his voyage.

_____ Christopher Columbus asks the King of Portugal for money for his voyage.

3. Explain your first meeting with the Native Americans when you first landed on the New World. Write at least 3 sentences.
