

# Northwest History Consortium

## Columbus

Michelle Yeager  
8<sup>th</sup> Grade

### National Standard

**Era 1 - Three Worlds Meet (Beginnings to 1620) / Standard 1:** *Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.*

**Standard 2:** *How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.*

### Washington State

**History EALRs – 1.** *The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history. 1.2.* *Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.*

### SCENARIO

Everett School District has decided to change the name of North Middle School to Columbus Middle School in order to commemorate Columbus' landing on American soil and ushering in the first period of sustained contact between Europeans and the Americas and its people. This name change, however, has met with some controversy. Some groups claim Columbus was a killer who turned Native Americans into slaves, while other groups claim Columbus was not even the first person to discover America.

Before the district executives make their final decision, they have decided to ask for feedback from the students. Your job is to become acquainted with some background information so that you can give an informed opinion back to the district about this name change.

Be prepared to present your findings to the district executives (or representative) and a small group of voters.

### TASK(S)

#### Process:

1. Introduce Columbus scenario and Document Analysis Worksheet through article on Columbus Day.
2. Introduce Columbus scenario to groups. They work through steps 1-6 together.
3. Instead of having them do research, assign each group one article to read and discuss and complete Document Analysis Worksheet.
4. Meanwhile, students are studying early European influences on the Americas.
5. After reading the group article and studying European influences on the Americas, the groups continue steps 7-10, discuss/share, and complete official documentation of their findings which has them bring information together, state an opinion on the scenario, and support their opinion using information from the research.
6. Groups will present their findings to the class, and the class will vote on the name change.

# Northwest History Consortium

## Columbus

### OBJECTIVES

Note: Students will be assessed through a unit test, presentation, and work on this scenario.

- Students will discover and reflect on the motivations and consequences—intended or unintended—of Columbus’ travels to the New World.
- Students will make connections to the bigger questions: Why did Europeans explore the Americas? What happened when they got there?
- Students will consider the question: Does someone who achieved monumental success and changed the world still deserve to be recognized, even if he also has been accused of murder, and his claims of success questioned?
- Students will *begin* to learn to synthesize/analyze ideas. Are they able to take the information, think about it, and come up with their own thoughts?
- Students will become familiar with the Problem-Based Learning model – assessed through their work on this scenario.

### RESOURCES

#### Document Analysis Worksheet

**1. Title or Description Document**

**2. Type of Document (circle one)**

|               |         |             |                      |
|---------------|---------|-------------|----------------------|
| Newspaper     | Map     | Letter      | Advertisement        |
| Telegram      | Patent  | Report      | Congressional Record |
| Press Release | Cartoon | Web Article | Census Report        |
| Memorandum    | Lyrics  | Speech      | Other_____           |

**3. Unique Physical Characteristics of the Document (circle one or more)**

|                        |                  |
|------------------------|------------------|
| Interesting Letterhead | Notations        |
| Handwritten            | “Received” stamp |
| Typed                  | Seals            |
| Other (explain) _____  |                  |

**4. Date(s) of Document**

**5. Author and/or Creator (Sponsor) of the Document**

**Title or Expertise of the author/creator**



# Northwest History Consortium

## Columbus

### Columbus Scenario – Student Worksheet

Everett School District has decided to change the name of North Middle School to Columbus Middle School in order to commemorate Columbus' landing on American soil and ushering in the first period of sustained contact between Europeans and the Americas and its people. This name change, however, has met with some controversy. Some groups claim Columbus was a killer who turned Native Americans into slaves, while other groups claim Columbus was not even the first person to discover America.

Before the district executives make their final decision, they have decided to ask for feedback from the students. Your job is to become acquainted with some background information so that you can give an informed opinion back to the district about this name change.

Be prepared to present your findings to the district executives (or representative) and a small group of voters.

You will follow the problem solving model below to work with this scenario. Everyone on the team needs to complete and turn in this worksheet.

### Problem Solving Model

Members of your team: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1. Read and analyze the scenario. Make sure everyone understands what the scenario is, and what your team is expected to do.**

**2. List hypotheses, ideas, or hunches about why there is a problem to be discussed.**

- |    |    |
|----|----|
| a. | b. |
| c. | d. |

**3. List what is already known about the topic.**

- |    |    |
|----|----|
| a. | b. |
| c. | d. |
| e. | f. |

## Northwest History Consortium

### Columbus

**4. List what is unknown about the topic.**

Example: What questions do you have, what do you want to know?

- |    |    |
|----|----|
| a. | b. |
| c. | d. |
| e. | f. |

**5. Develop a problem statement – clearly identifying what you are trying to solve.**

Example: *The problem is . . . because. . . . (The problem is whether or not to scrap the old computers because some people think they can still be used, while others think the cost in keeping them running is not worth the benefit.)*

**6. List what needs to be done and who will do what.**

Note: See Ms. Yeager after this step is completed.

- |    |    |
|----|----|
| a. | b. |
| c. | d. |

**7. After gathering information, and each member completing a Document Analysis Worksheet, the group comes back together and shares their findings. Relevant and important facts, quotes, and details are:**

- |    |    |
|----|----|
| a. | b. |
| c. | d. |
| e. | f. |
| g. | h. |

## Northwest History Consortium

### Columbus

**8. Look at your problem statement again.**

Note: Does it need to be adjusted to account for any new information? If so, rework now.

**9. Discuss your findings. As a group, write your recommendation using the Official Documentation Form.**

**10. Prepare to present your findings.**

# Northwest History Consortium

## Columbus

### Official Documentation Form

**Date** \_\_\_\_\_

**Members of your team:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Problem Statement**

**Decision**

**Rationale (why or why not?)**

**Evidence (specific details or excerpts from the background information)**

**Explain how the evidence supports your decision and rationale**

**Do you think your decision is fair and informed?**

Note: If you don't think it is informed enough, what other information would you like to have in order to be able to answer *yes* to that question?

## Northwest History Consortium

### Columbus

August, Oliver. "Did the Chinese Beat Columbus." TimesOnline (from The Times) November 15, 2002. London, England. 13 June 2009 <[http://www.timesonline.co.uk/ tol/life\\_ and\\_ style/article829578.ece?token=null&offset=0&page=1](http://www.timesonline.co.uk/tol/life_and_style/article829578.ece?token=null&offset=0&page=1)>.

Columbus, Christopher. "The Columbus Letter." 1998. University of Southern Maine. Portland, ME. 13 June 2009 <<http://www.usm.maine.edu/~maps/columbus/ translation. html>>.

"Columbus Day." United States Embassy Stockholm. 2005. Stockholm, Sweden. 13 June 2009 <<http://www.usemb.se/Holidays/celebrate/Columbus.html>>.

"Connect to Today – European Exploration of the Americas – Space Exploration." McDougal Littell American History. Geneva, IL: McDougal Littell, 2008.

Halsall, Paul. "Medieval Sourcebook: Columbus' Letter to the King and Queen of Spain, 1494." 1996. Fordham University. Bronx, NY. 13 June 2009 <<http://www.fordham.edu/halsall/source/columbus2.html>>.

Morris, Glenn and Russell Means. "Why Autonomous AIM Opposes Columbus Day and Columbus Day Parades." 1991. First Nations: Issues of Consequence (dickshovel.com). Denver, CO. 13 June 2009 <<http://www.dickshovel.com/colum.html>>.

Swearingner, Ronald. "Who Really Discovered America, Eh?" LawZone.com. 1989. Los Angeles, CA. 5 June 2009 <<http://www.lawzone.com/half-nor/ swearingner. htm>>.

#### ASSESSMENT

### Evaluate Group Presentations

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** You are going to evaluate each group as they present their findings for this scenario.

**1. Group Members:** \_\_\_\_\_

a. Did they tell you their problem statement? Yes No

b. What was their decision?

\_\_\_\_\_  
\_\_\_\_\_.

c. Did it **feel** like they provided enough accurate support for their decision? Yes No

# Northwest History Consortium

## Columbus

d. What did they do well?

---

---

e. What could they have done better?

---

---

**2. Group Members:** \_\_\_\_\_

a. Did they tell you their problem statement?    Yes        No

b. What was their decision?

---

---

c. Did it **feel** like they provided enough accurate support for their decision?    Yes        No

d. What did they do well?

---

---

e. What could they have done better?

---

---

**3. Group Members:** \_\_\_\_\_

a. Did they tell you their problem statement?    Yes        No

b. What was their decision?

---

---

c. Did it **feel** like they provided enough accurate support for their decision?    Yes        No

d. What did they do well?

---

---

# Northwest History Consortium

## Columbus

4. **Group Members:** \_\_\_\_\_

a. Did they tell you their problem statement?      Yes      No

b. What was their decision?

\_\_\_\_\_  
\_\_\_\_\_.

c. Did it **feel** like they provided enough accurate support for their decision?      Yes      No

d. What did they do well?

\_\_\_\_\_  
\_\_\_\_\_.

e. What could they have done better?

\_\_\_\_\_  
\_\_\_\_\_.

5. **Group Members:** \_\_\_\_\_

a. Did they tell you their problem statement?      Yes      No

b. What was their decision?

\_\_\_\_\_  
\_\_\_\_\_.

c. Did it **feel** like they provided enough accurate support for their decision?      Yes      No

d. What did they do well?

\_\_\_\_\_  
\_\_\_\_\_.

e. What could they have done better?

\_\_\_\_\_  
\_\_\_\_\_.

6. **Based on the information you have been presented with, should North Middle School change its name to Columbus Middle School?      Yes      No**

**Why?**

# Northwest History Consortium

## Columbus

### Problem-Based Learning – Student Evaluation Rubric

|  | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>   |
|--|--|---|---|--|
| <b>Problem GROUP</b>                                     | States a specific, critical problem within the context of the situation, based on a logical analysis of alternative problem statements.  | States a central problem within the context of the situation with support for its importance.                     | States a central problem.   | Identifies a sub-problem.                                |
| <b>Research INDIVIDUAL</b><br><i>(Document Analysis)</i> | Synthesizes and analyzes data from multiple sources as the <i>basis</i> for recommendation. Relates knowledge and information to the specific problem within the context of the situation (summary). | Analyzes data from multiple sources with references related to the context of the problem.                        | Analyzes data from multiple sources.  | Considers data from one source.                          |
| <b>Solution (Written Recommendation) GROUP</b>           | Analyzes multiple options with detailed support for the recommendation.  | Presents multiple options with reasons from the research (multiple sources) for choosing one.                     | Present a solution with knowledgeable support from the research and attention to how it fits the context. | Presents a solution with some support from the research. |
| <b>Reflection INDIVIDUAL</b>                             | Shows insight into how their individual knowledge evolved through the group process and how the group achieved the solution and the quality of the group interaction in knowledge building.          | Analyzed the pivotal points in the group development of the solution. Reflects on own contributions to the group. | Analyzes how the solution developed through the PBL process.  | Reviews the steps taken by the group.                    |

# Northwest History Consortium

## Columbus

Name \_\_\_\_\_

Date \_\_\_\_\_

### PBL Evaluation Rubric: Columbus Scenario

|  | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>   |
|--|--|---|---|--|
| <b>Problem GROUP</b>                                     | States a specific, critical problem within the context of the situation, based on a logical analysis of alternative problem statements.  | States a central problem within the context of the situation with support for its importance.                     | States a central problem.   | Identifies a sub-problem.                                |
| <b>Research INDIVIDUAL</b><br><i>(Document Analysis)</i> | Synthesizes and analyzes data from multiple sources as the <i>basis</i> for recommendation. Relates knowledge and information to the specific problem within the context of the situation (summary). | Analyzes data from multiple sources with references related to the context of the problem.                        | Analyzes data from multiple sources.  | Considers data from one source.                          |
| <b>Solution (Written Recommendation) GROUP</b>           | Analyzes multiple options with detailed support for the recommendation.  | Presents multiple options with reasons from the research (multiple sources) for choosing one.                     | Present a solution with knowledgeable support from the research and attention to how it fits the context. | Presents a solution with some support from the research. |
| <b>Reflection INDIVIDUAL</b>                             | Shows insight into how their individual knowledge evolved through the group process and how the group achieved the solution and the quality of the group interaction in knowledge building.          | Analyzed the pivotal points in the group development of the solution. Reflects on own contributions to the group. | Analyzes how the solution developed through the PBL process.  | Reviews the steps taken by the group.                    |

# Northwest History Consortium

## Columbus

### PBL Score Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

### Points Earned

- \_\_\_\_\_/ 10 pts Columbus Day Document Analysis
- \_\_\_\_\_/ 10 pts Group Article Document Analysis
- \_\_\_\_\_/ 10 pts NASA Speech Document Analysis
- \_\_\_\_\_/ 10 pts Scenario Step by Step Worksheet
- \_\_\_\_\_/ 10 pts Group Decision
- \_\_\_\_\_/ 10 pts Student Evaluation of Group Presentations and Vote
- \_\_\_\_\_/ 10 pts Individual Participation
- \_\_\_\_\_/ 20 pts Reflection and Self-Assessment (Summative)

### REFERENCES/CITATIONS

- “History Standards for Grades 5-12 United States.” UCLA National Center for History in The Schools. 2009. University of California, Los Angeles, CA: 31 May 2009 <<http://nchs.ucla.edu/standards/era1-5-12.html>>.
- OSPI. “Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12.” Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=9>>.
- Robinson, Dianne Dr.” “PBL Student Product Rubric.” Center for Atmospheric Sciences, Hampton University. 2009. Hampton, VA. 12 June 2009 <<http://cas.hamptonu.edu/pps/pdf/pblrubric.pdf>>. Adapted and revised by Michelle Yeager for the Northwest History Consortium with permission.
- Yeager, Michelle. “Columbus.” NWESD Organization. 2008. Anacortes, WA 31 May 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/1.2\\_Columbus.Yeager.8.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/1.2_Columbus.Yeager.8.pdf)>.