

PUBLIC ISSUES EXPLORATION

OVERVIEW & CONTEXT

Your name:	Kelly Grahl
Grade level and school:	Fourth Grade (Archer) - Carpenter Elementary
Title of lesson:	Public Issues Exploration (PIE) - Columbus Day
Teaching date(s) and time(s):	Wednesday 12.2.15
Estimated time for lesson:	70 minutes
Overview of lesson:	Students will engage in thinking about differing perspectives about an historical event: the landing of Christopher Columbus in America. Students will listen to and talk about the book <u>Encounter</u> by Jane Yolen. Students will co-construct a T-chart of facts that support two claims that respond to the central question: <i>Should we change Columbus Day to Indigenous Peoples Day?</i> . Instructor will model planning and writing an opinion paragraph. Students will write their own paragraph independently.
Context of lesson:	<p>In the Visual Inquiry Lesson, students explored how different perspectives can yield different ideas about a single event. In the present lesson, students will explore how different groups of people perceive the landing of Columbus' voyage in the Americas. Using information presented by these opposing perspectives, students will construct a persuasive paragraph.</p> <p>Students in 4th grade are expected to begin writing "opinion pieces" on topics or texts, supporting a point of view with reasons and information. Persuasive writing is a form of opinion writing that aligns with opinion genre writing.</p>

LEARNING GOALS

Central question:	Should Columbus Day be changed to Indigenous Peoples Day?	
Specific learning goals:	Connection to Standards:	Connection to activities:
SWBAT read and analyze adapted informational texts in order to come to a conclusion about whether Columbus Day should be changed to Indigenous Peoples Day.	<i>GLCEs</i> —P3.1.2 (using graphs & sources to analyze & learn about issue)	Students will read two prepared informational texts and distill the facts from those texts that could support an opinion piece answering the question: <i>Should Columbus Day be changed to Indigenous Peoples Day?</i>
SWBAT develop an opinion and	<i>C3 Framework</i> —D2.Civ.10.K-2/3-5	Students will use a graphic organizer to organize facts learned from

identify reasons that underlie that opinion as well as those of people who disagree.	(compare perspectives) and <i>CCSS—Reading Informational Text #9 (RI.9-similarities/differences in texts)</i>	informational text and based on these facts develop their own opinion.
SWBAT write a persuasive paragraph stating their opinion and list three facts or details that support their claim.	<i>GLCEs—P3.3.1 (express/compose position statement) and C3 Framework—D4.1.K-2/3-5 (construct argument) and CCSS—Writing #1 (W.1- compose opinion)</i>	Students will use a graphic organizer to write a paragraph containing a claim, three sentences with facts that support their claim, and a concluding sentence.

ASSESSMENTS

Assessment Description	Assessment Type	Connection to learning goals:
Observation/ Coaching	Formative	Students will begin working independently on their opinion paragraphs as instructors circulate the room. Instructors will observe students work and provide suggestions/coaching as needed. Instructors will generally encourage students to use transition phrases to start their reasoning sentences.
Writing - Opinion Paragraph	Summative	<p>Students will write paragraphs containing an introductory sentence in which a claim is stated answering the question: <i>Should Columbus Day be changed to Indigenous Peoples Day?</i> Then write three body sentences, stating three facts that support their claim. The paragraph will have a concluding sentence that refers back to their claim. Students should use appropriate transition phrases to begin sentences.</p> <p>✓ + work will contain all of the components of the opinion paragraph outlined above <i>including</i> appropriate transition phrases.</p> <p>✓ work will contain all of the components of the opinion paragraph outlined above with <i>no</i> appropriate transition phrases present.</p> <p>✓ - work will not contain all of the components of the opinion paragraph outlined above.</p>

ATTENDING TO THE LEARNERS

Anticipating student	Many students will be familiar with Christopher Columbus and have a general sense of his mythic accomplishment: "discovering America." Some students may know the meaning of the word indigenous but others will need scaffolding to
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ideas, literacy practices, strengths, and challenges:	understand its meaning. Some students will need further scaffolding around some of the terminology and ideas presented in the adapted sources. Most students will benefit from sentence starters provided in the assessment.
Making the content accessible to all students:	<p>Students will utilize a variety of organizational scaffolds to collect information and arrange it to lighten the cognitive load of composing an opinion paragraph. In particular, two adapted sources, t-chart graphic organizer, and sentence starters.</p> <p>Instructor has identified vocabulary terms that might be challenging to students. Instructor will provide student-friendly definitions of those words, use them often, and provide context around their use to aid in student understanding.</p> <p>Instructor will observe students closely during the independent writing time to identify and assist students who may need extra coaching.</p>

INSTRUCTIONAL SEQUENCE

Materials:	Document camera, copies of Source #1 and #2 (25 each), whiteboard markers, prepared T-Chart on whiteboard, clipboard, copies of paragraph scaffold (25), sentence starter document
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Time frame:	Steps describing what the teacher and students do/say:	Notes and reminders:
5 min	<p>Today we're going to do a lot of reading, thinking talking, and writing about Christopher Columbus. Someone share something you have learned in the past about Christopher Columbus.</p> <p>[Student responses]</p> <p>Have you ever heard the rhyme: In 1492, Columbus sailed the ocean blue? Often in schools, it's taught that Christopher Columbus discovered America. That is a perspective we hear a lot in our lives. Our country even has Columbus Day to celebrate Christopher Columbus coming to America.</p> <p>Something that's important to know about history is that there are always untold stories and different perspectives or points of view that people have about things that have happened in the past.</p> <p>I'm going to read this book. It's called <u>Encounter</u> and it's written by Jane Yolen. As I read this book, I want</p>	<p>Sitting on carpet, have document camera ready</p> <p>Have T-Chart already outlined on whiteboard</p> <p>Have students</p>

	everyone to think about what the perspective of the author is, or what does the author THINK about Christopher Columbus.	clear their desks before coming to the carpet
10 min	Read <u>Encounter</u> by Jane Yolen	
5 min	<p>Think about what the perspective of the author is, or what does the author THINK about Christopher Columbus. Share what you think with the person sitting next to you. Go.</p> <p>[Turn and talk]</p> <p>Someone share what you and your partner discussed.</p> <p>[Student responses]</p> <p>The author told a different story about Christopher Columbus. The perspective that the author shares is that Christopher Columbus was greedy and wanted gold. That Christopher Columbus kidnapped people. This is a different perspective about Christopher Columbus that we don't hear as much.</p> <p>Today, we're going to be thinking about perspectives and making our own opinions about Christopher Columbus. Everyone return to your seats.</p> <p>[Students return to their seats]</p>	
2 min	<p>Today, we are going to think about a public issue. A public issue is an important topic that people have different opinions about. Each one of you is going to decide on your own opinion about the topic and then you'll get a chance to write a persuasive paragraph about your opinion.</p> <p>Just like last week, you are all social studies detectives, this time the question we're going to develop opinions about is this one:</p> <p>Should Columbus Day be changed to Indigenous Peoples Day?</p> <p>Indigenous Peoples is another way to say "Native American"</p> <p>[Write on the board "Indigenous Peoples = Native Americans"]</p>	
3 min	Before they make up their mind about a public issue, good writers use sources to find facts, or do research, about a topic. Then they use the facts they've learned to make their decision. I've put together some sources for us to look	

	<p>at that might help us decide: Should Columbus Day be changed to Indigenous Peoples Day?</p> <p>Together, we're going to use this T-chart to organize the information we learn from these sources. When we find a fact that supports changing Columbus Day to Indigenous Peoples Day, I'm going to write it on the left side. When we find a fact that does not support changing Columbus Day to Indigenous Peoples Day, I'm going to write it on the right side.</p> <p>[Pass out Source #1 and Source #2, stapled]</p>	
5 min	<p>Before I read. I know that it's important to look at the source and see where it came from. This will give me a good idea of whether I can trust it or not. It says that this source came from the Los Angeles Times. I know that the Los Angeles Times is a really important newspaper and that many people trust it, so I can probably trust this source too.</p> <p>Okay, now I'm ready to read my source. As I read, try to see if you notice any facts that I could write down in my T-Chart, that could help us answer the question: Should Columbus Day be changed to Indigenous Peoples Day?</p> <p>Follow along as I read.</p> <p>[Read source #1]</p>	
10 min	<p>I noticed some facts in this paragraph that I think will help me answer my question. In the second sentence it says: "Columbus Day has been celebrated for 80 years." Everyone underline that sentence. That's a really long time! It's like a tradition, maybe we should keep it the way it is. That's a reason I can add to my T-Chart for why we shouldn't change Columbus Day.</p> <p>[Add to t-chart]</p> <p>Hmm, here's another fact: "In 2013, 58% of Americans thought America should celebrate Christopher Columbus." Everyone underline that sentence. I know 58% is a lot of people! If so many people think we should celebrate Columbus, maybe we should keep Columbus Day the way it is?</p> <p>[Add to t-chart]</p> <p>Everyone see if you notice any other facts that could help us answer our question. Turn and talk to the person next to you and share what you've discovered.</p> <p>[Turn and talk]</p>	

	<p>Someone share what you and your partner found.</p> <p>[FINISH SOURCE #1]</p>	
10 min	<p>Okay, now let's turn to our second source. Again, the first thing I'm going to look at is where my source came from. It came from the USA Today and CBS Local, both of these sources are also really important newspapers in the United States that a lot of people trust. We can probably trust this source too.</p> <p>Okay, now I'm ready to read the second source. As I read, try to see if you notice any facts that I could write down in my T-Chart, that could help us answer the question: Should Columbus Day be changed to Indigenous Peoples Day?</p> <p>Follow along as I read.</p> <p>[Read source #2]</p>	
10 min	<p>Did anyone notice a fact that could help us answer our question?</p> <p>Where did you find that in the text?</p> <p>Where do you think it belongs on our t-chart?</p> <p>[FINISH SOURCE #2]</p>	
10 min	<p>Okay, we've gathered some really useful information and organized it so that we can refer back to. Now we can write!</p> <p>The first thing you're going to do is to state your claim.</p> <p>My claim is what I think. I'm going to make a claim that I don't think we should change Columbus Day to Indigenous Peoples Day. So I'm going to circle "should not." Okay, there's my claim : "I believe Columbus Day should not be changed to Indigenous Peoples Day."</p> <p>Now I need to look back at my graphic organizer. I am going to state some facts and reasons that support my claim. When we share our opinions, we never just say our opinion. We always give reasons and better yet, facts that support our opinion.</p>	

	<p>So the second thing you're going to do is to support your claim with three facts.</p> <p>[Model writing the paragraph with 3 facts]</p> <p>The last thing you're going to do is conclude your paragraph. When we write concluding sentences we usually want to restate our claim. So I am going to write "For these reasons, I believe Columbus Day should not be changed to Indigenous Peoples Day."</p>	
5 min	<p>Now you all are going to get a chance to write a paragraph in which you make your own claim and use facts to support your claim.</p> <p>What is the first thing you do when you write your paragraph?</p> <p>What is the second thing you will do when you write your paragraph?</p> <p>What is the last thing you will do when you write your paragraph?</p> <p>Remember this is YOUR opinion. All that matters is what YOU think about the public issue. As you write, remember to use facts and reasons that we found in our sources to support your claim.</p> <p>Go ahead and start this now.</p>	