

The Unit of Study: Early Exploration (Mini Activity in Cultural Diversity, Anti-Racism and Bias)

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Subject: World History		Grade: 6th
<p>Unit/Standards:</p> <p>SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>SS.6.G.2.6 Explain the concept of cultural diffusion and identify the influences of different ancient cultures on one another.</p>	<p>Learning Objectives:</p> <p>LACC.68.RH.3.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>SS.6.W.1.6. Describe how history transmits culture and heritage and provides models of human character.</p>	<p>Materials Needed:</p> <p>Internet Access or print copies of variety of different articles on the early explorations of Christopher Columbus including Queen Isabella, King Ferdinand and Christopher Columbus.</p> <ul style="list-style-type: none">• Explore more with Facts For Now (Scholastic.com)• European Explorations Flourishes (clic.cengage.com)• Isabella of Castile (Wikipedia.com)• Christopher Columbus Petitions Ferdinand and Queen Isabella video (Britannia.com)
<p>Introduction:</p> <p>Queen Isabella and King Ferdinand funded Christopher Columbus’s voyage to discover other parts of America. The King and Queen were Catholic, and they had strong beliefs in Catholicism. They favoured their own personal beliefs over the beliefs of others. They believed that all the people in their country, Spain, should be Catholic. If so, these people would get special provisions and favours over the other groups of people that resided there.</p>		

Explicit Instruction:

Place students in groups of 2-3. Students use the internet to search information regarding the connection between Christopher Columbus and Queen Isabella. Students also read/view the above suggested articles and video. After each student group does their own reading, the teacher asks each group to come up with a response to a simple question to get them thinking about bias:

Example: “Do you feel that Queen Isabella and King Ferdinand respected the rights of people by allowing them to practice their own religion even if it was different than theirs?”

The class comes back together to discuss each group’s findings. The teacher listens to student responses and rationale to get an understanding of their thinking. This is a good way to access student’s prior knowledge and promote internal thinking.

The teacher then allows the question to go “viral” in the classroom to promote group discussion. At this time, limited feedback is given from the teacher. This allows the teacher to know what students are really thinking. Next, ask probing questions about any misconceptions or slanted thinking students may have and see if as a group, or individually, they are able to self-correct or think the issue through more thoroughly.

*If time permits, I may create some type of connected mini activity or question. I have them do that as homework, or as an opening or closing activity for the next day.

*Once the mini activity is complete we do a quick share of student responses. Student responses are then shared with the class.

Supported Practice:

Individual Practice:

As a connected activity for homework, students write a letter to Queen Isabella asking for a change in her thinking and provision based on the outcome of the discussion in class.

Differentiation:

The articles can be printed and distributed in a manner which is appropriate for each classroom.

Students could write their responses on a Think-Pair-Share-Graphic organizer to complete their thoughts and then share their responses before class discussion.

Students could complete readings individually, share their own thoughts.

Lots of internet information on this topic; selected articles do not have to be utilized.

Assessment: (Informal)

Group and individual responses shared

Notes: