TPS Level III Final Project Template

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Title of Activity	*Christopher Columbus: Hero or Villain? Using Primary Sources as Supporting Evidence*
Overview	*This professional development should be used as a follow up to an introductory workshop on how to use the TPS materials from the Library of Congress. This activity shows participants how to use critical thinking to analyze primary sources representing various points of view on the voyages of Christopher Columbus, then use that information to formulate their own ideas of whether Columbus should be remembered as a hero or villain.*
Essential or Investigative Question	*How can primary sources from the Library of Congress be used as supporting evidence when drawing conclusions on a historical topic? Should Christopher Columbus be remembered as a hero or villain?*
Audience	**This activity is best suited for educators of the following grade levels**: *Grades 6-8* *Grades 9-12* **This activity is best suited for educators of the following content areas**: *Social Studies*
Time Required	1 hour
Goal	The goal of this professional development is to provide participants with an activity that prompts their students to analyze primary sources as supporting evidence when formulating arguments or opinions on historical topics.
Standards	**21st-Century Learner Standards** 1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems. 3.2.3 Demonstrate teamwork by working productively with others. **ISTE Standards:** 1.c Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. 2.a Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

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Objectives	By the end of this PD Activity, participants will be able to: • Analyze primary sources using Library of Congress tools. • Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teachings, etc.). • Analyze a set of related primary sources in order to identify multiple perspectives. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Digital Resources	***Sources:***
	   o The Pride of Columbus
	      ▪ URL: http://www.loc.gov/pictures/item/95518457/
	      ▪ Date: c1866
	   o Title: The landing of Columbus 1492
	      ▪ URL: http://www.loc.gov/pictures/item/2003666311/
	      ▪ Date: c1893 Jan. 26.
	   o Title: Depart de Christophe Colomb
	      ▪ URL: http://www.loc.gov/pictures/item/91480957/
	      ▪ Date: Paris : Vve. Turgis, editeur, [between 1850 and 1900]
	   o Title: Columbus taking possession of a new country
	      ▪ URL: http://www.loc.gov/pictures/item/91481671/
	      ▪ Date: 1893
	   o Title: Excerpt from "A Short Account of the Destruction of the Indies" pg. 13
	      ▪ URL: http://www.columbia.edu/~daviss/work/files/presentations/casshort
	      ▪ Author/Creator: Bartolome De Las Casas/Translation and Notes by Nige Griffin
	      ▪ Date: 1992

Classroom Materials	• *Primary Source Analysis Tool* • *2 posters (One labeled "Hero?" and the other labeled "Villain?"* • *Post-it Notes* • *Computers with internet access*
Preparation	*Facilitator need to:* • *Print enough copies of the primary source analysis tool for all participants to use with each source* • *Hang "Hero?" and "Villain?" posters* • *Create seating in groups of 3-4*
Procedure	• Give each participant a post-it note and have them write their name and either "hero" or "villain" on the post-it. Once finished, participants should place their post-it notes on the corresponding posters. • In groups, participants will analyze each primary source using the Library of Congress Primary Source Analysis Tool. • Draw attention to the dates on each source. Discuss whether these sources are primary or secondary and how to include siting sources in lessons with students.

	• Once participants have examined each source, return the post-it notes from the beginning of this activity. Have participants flip write their revised opinion of whether Columbus should be remembered as a hero or a villain using the knowledge obtained by analyzing the primary sources. They can change their opinions or keep them the same, but have to elaborate and use proof as to why they kept or changed their opinions. 　　o Once finished, have participants place their post-it notes to the coordinating poster. • Following this activity, participants should brainstorm within their grade levels on ways they can incorporate this type of activity into their lessons. • Use the remaining to time to search the Library of Congress or World Digital Library to begin formulating activities.
Assessment/ Reflection	*The primary source analysis tool will show if participants understand how to analyze documents. The post-it note justification will show that participants used information from the primary sources to justify their opinions. Holding a follow up PD to let teachers share successes and failures will help participants to generate new ideas and hear feedback from other teachers.*

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