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MYP US HISTORIES - Demythologizing Columbus

DUE DATE: By Thursday, October 31st

Key Concept(s): Change, Global interactions

Related Concept(s): Conflict, Culture, Perspective

Global Context: Identities and Relationships

Statement of Inquiry: Societies create, define, and challenge identities, perspectives, and power through relationships between people, environments, and power structures.

DEMYTHOLOGIZE = to reinterpret (a subject or text) so that it is free of mythical or heroic elements.

Task Description: Students will tell a counter-narrative to the American myth of Christopher Columbus “discovering New World” by elevating the stories of the Indigenous peoples of the Americas before and during the arrival of and colonization by European imperialists during the late 15th century and into 16th century.

STEP 1 (Between October 15th and 25th) - RESEARCH:

Students will read and analyze a variety of sources related to the topic of European arrival in the Americas and the impact of European arrival on the Indigenous peoples of the Americas through research stations. Students must use a minimum of 4 and up to 8 sources in the creation of their summative assessment.

STEP 2 (Choose By October 22nd) - CHOOSE ASSESSMENT OPTION:

Choose one of the following options for your summative assessment.

Write a textbook chapter for a 4th grade class	Write and Illustrate Children’s Book	Create a lesson for a 4th Grade Class	Engage in a Letter Writing Campaign
<p>Write a 6 page textbook chapter for 4th graders that centers on the Indigenous peoples impacted by the arrival of Europeans in the Americas.</p> <ul style="list-style-type: none"> ● Include 3 - 6 pictures ● Include 3 - 6 quotes that describe interactions between and impact on the Native Americas. ● Include 3 - 6 review questions at the end of the chapter 	<p>Write a 10 page children’s book that tells the perspectives of the Indigenous peoples regarding the arrival of Europeans between 1492 - 1607.</p> <ul style="list-style-type: none"> ● Include appropriate illustrations for each page ● Include Before Arrival, During First Interactions, and After the Start of Colonization ● Include a “To Learn More” list of resources 	<p>Write a 3-day lesson plan for a 4th grade class that centers on the Indigenous peoples impact by the arrival of Europeans.</p> <ul style="list-style-type: none"> ● Include a Warm-Up ● Include a short Teacher-Directed presentation ● Include a student activity for students to study Indigenous perspectives. ● Include an assessment to determine student mastery of content. 	<p>Write letters to state officials asking for changes to the statue of Christopher Columbus on the State Capitol grounds.</p> <ul style="list-style-type: none"> ● Include your request (removal, revision, or addition) ● Write and send letters to your state representative, senator and the governor. ● Write and send a letter to the editor to a local newspaper explaining your request.

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Demythologizing Columbus Assessment Rubric

Criterion	IB Level	IB Descriptors <i>(from subject guide)</i>	S	T	Task Descriptors
Criterion A: Knowing & Understanding	0	has not reached a standard described by any of the descriptors given below			Work is missing, or... has not reached a standard described by any of the descriptors given below
	1	i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.			Student does not use any of the concepts studied to this point in the course or attempts to use concepts but does so ineffectively. Student provides a broad overview of the story of Christopher Columbus arriving in the Carribean, reinforcing more of the historical myth than the historical truth of the interactions between the European colonizers and the Taino. Fewer than 3 specific examples of the interactions and impact are provided or multiple, vague or inaccurate examples are provided.
	2				
	3	i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.			Student uses up to 3 of the course concepts studied to this point. Student provides an overview of the story of Christopher Columbus arriving in the Carribean, reinforcing some of the historical myth while also exploring historical truth of the interactions between the European colonizers and the Taino. At least 3 specific examples of the interactions and impact are effectively used to tell the historical narrative.
	4				
	5	i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.			Student uses more than 3 of the course concepts studied to this point. Student provides an overview of the story of Christopher Columbus arriving in the Carribean, elevating some elements of the counter-narrative and disproving some elements of the dominant narratives At least 5 specific examples of the interactions and impact are effectively used to tell the historical narrative.
6					
7	i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.			Student uses multiple course concepts effectively in the telling of the interactions between Columbus and the Taino. Student provides an overview of the story of Christopher Columbus arriving in the Carribean, elevating elements of the counter-narrative and disproving elements of the dominant narratives. More than 5 specific examples of the interactions	
8					

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					and impact are effectively used to tell the historical narrative.
Your Level		Teacher Comment			

Demythologizing Columbus Assessment Rubric

Criterion	IB Level	IB Descriptors (from subject guide)	S	T	Task Descriptors
Criterion C: Communicating	0	has not reached a standard described by any of the descriptors given below			Work is missing, or... has not reached a standard described by any of the descriptors given below
	1	i. communicates information and ideas in a limited way , using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way			Student does not complete the requirements of the option chosen, but submits a short or broad overview of the counter-narrative to the myth of Columbus. It is unclear how many sources are used OR only the two required sources are used.
	2	iii. documents sources of information in a limited way .			
	3	i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format			Student submits a satisfactory overview of the counter-narrative to the myth of Columbus that is somewhat appropriate for the audience(s) of the final product. Three or four of the sources are used to support the telling of the counternarrative.
	4	iii. sometimes documents sources of information using a recognized convention.			
	5	i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format			Student submits a complete and mostly accurate counter-narrative to the myth of Columbus that is mostly appropriate for the audience(s) of the chosen final product. At least 5 sources are used to support the telling of the counternarrative and all sources used are cited in some way.
	6	iii. often documents sources of information using a recognized convention.			
7	i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format			Student submits a complete, accurate and effective telling of the counter-narrative to the myth of Columbus that is completely appropriate for the audience(s) of the chosen final product. At least 7 sources are used to support the telling of the counternarrative and all sources used are cited in a consistent manner.	
8	iii. consistently documents sources of information using a recognized convention.				
Your Level		Teacher Comments			

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_____ **Criterion A (Knowing and Understanding) mark out of possible 8**

_____ **Criterion C (Communicating) mark out of possible 8**

_____ **Total mark out of possible 16**