

Student Name:

Class:

“You’ve Been Lied To: The REAL Christopher Columbus”

Expert Pack: Grades 9-10



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The Table of Contents lists of the texts *in order of their suggested reading*, including text complexity information and a brief synopsis of the text.

A note on complexity analysis: The expert packs were created using both quantitative and qualitative considerations. The Reading Maturity Metric was used to calculate the quantitative analysis, including the CCSS grade band ratings. The CCSSO rubric for informational texts was used to conduct the qualitative assessments and ratings align to the CCSSO rubric.

- Reading Maturity Metric: <http://www.readingmaturity.com/rmm-web/#/>
- CCSSO Rubric: included at the end of the Table of Content

Text	Complexity Information	Brief Synopsis
<p>Text 1: Christopher Columbus' Soldiers Chop the Hands off of Arawak Indians Who Failed to Meet the Mining Quota</p> <p>Author: Theodor de Bry</p> <p>Genre: Artistic Engraving</p> <p>Cost/Access: \$0.00</p> <p>https://commons.wikimedia.org/wiki/File:Christopher Columbus' Soldiers Chop the Hands off of Arawak Indians who Failed to Meet the Mining Quota.jpg</p>	<p>Quantitative: N/A Visual Art</p> <p>"They would cut an Indian's hands and leave them dangling by a shred of skin ... [and] they would test their swords and their manly strength on captured Indians and place bets on the slicing off of heads or cutting of bodies in half with one blow. ... [One] cruel captain traveled over many leagues, capturing all the Indians he could find. Since the Indians would not tell him who their new lord was, he cut off the hands of some and threw others to the dogs, and thus they were torn to pieces."</p> <p style="text-align: right;">- Bartolomé De Las Casas,</p>	<p>This image reveals some of the atrocities that Columbus perpetrated on the Native Americans of the Caribbean. Student should closely examine it and document what they see. Students can also read and analyze the quote that accompanies the image.</p>

<p>Text 2: History vs. Christopher Columbus</p> <p>Author: - Alex Gendler, TED Ed</p> <p>Genre: Short Film</p> <p>Cost/Access: \$0.00</p> <p>https://www.youtube.com/watch?v=GD3dgiDreGc</p>	<p>Quantitative: N/A Video</p> <p>Qualitative: Purpose: Slightly Complex. One clear purpose for this film, explicitly stated.</p> <p>Structure: Moderately Complex. Information presented very quickly, images occasionally essential in order to make meaning</p> <p>Language: Moderately Complex... Mostly contemporary, contains some Tier 3 academic language</p> <p>Knowledge Demands: Moderately Complex. The video provides ample information and can be approached without domain-specific knowledge.</p>	<p>Filled with facts and developed by TED Ed, this well-produced cartoon puts Columbus Day on trial: two cartoon lawyers and a judge consider both sides of the Christopher Columbus debate.</p>
<p>Text 3: Truth about Christopher Columbus and Columbus Day</p> <p>Author: Excerpt from the documentary <i>The Canary Effect</i></p> <p>Genre: film</p> <p>Cost/Access: \$0.00</p> <p>https://www.youtube.com/watch?v=DWdlAk3739g</p>	<p>Quantitative: N/A Video</p> <p>Qualitative: Purpose: Slightly Complex. One clear purpose for this film, with information clearly presented</p> <p>Structure: Moderately Complex. Information presented very quickly, attention to the speakers and what they are presenting essential order to make meaning</p> <p>Language: Moderately Complex... Mostly contemporary, contains some Tier 3 academic language</p> <p>Knowledge Demands: Moderately Complex... The video provides ample information and can be approached without domain-specific knowledge.</p>	<p>Documentary excerpt interviewing professors – focuses on the “message from God” aspect and the wrongness of this symbol. The excerpt allows students to consider the arguments laid out in the previous video while listening to researchers and historians discuss the issue.</p>
<p>Text 4: Did Columbus Really Discover America?</p>	<p>Quantitative: N/A Video</p> <p>Qualitative: Purpose: Slightly Complex. One clear</p>	<p>Did Columbus really discover America? This fast-paced History Channel video explores this question, and the myths</p>

<p>Author: History.com</p> <p>Genre: Short Film</p> <p>Cost/Access: \$0.00</p> <p>http://www.history.com/topics/exploration/columbus-day</p>	<p>purpose for this film, with information clearly presented</p> <p>Structure: Slightly Complex. Information presented in a clear, chronological way.</p> <p>Language: Slightly Complex... Contemporary, student-friendly language; contains some Tier 3 academic language</p> <p>Knowledge Demands: Moderately Complex... The video can be approached without domain-specific knowledge, but is supported by the two previous videos as students move into reading about the subject.</p>	<p>surrounding the traditional story of Columbus's journeys.</p>
<p>Text 5: Christopher Columbus: The Age of Discovery</p> <p>Author: History.com</p> <p>Genre: Informational Article</p> <p>Cost/Access: \$0.00</p> <p>http://www.history.com/topics/exploration/christopher-columbus/print</p>	<p>RMM 8.9 CCSS: 6-10 Dale Chall: 10.66 Flesch-Kincaid 11.5</p> <p>Qualitative: Purpose: Slightly Complex. Explicit and focused.</p> <p>Structure: Moderate Complex. Subheadings enhance understanding and support connections between ideas; organization is sequential.</p> <p>Language: Moderately Complex. Largely conventional and contemporary vocabulary; sentence structure is relatively accessible, with some occasional complexity.</p> <p>Knowledge Demands: Very Complex. The article is intended to provide information, but the descriptions of the journey require an understanding of the world map. Students should be encouraged to use an atlas or globe for clarification.</p>	<p>Introductory text from the History Channel on Columbus' overall life. This piece explains that he did not discover America and explores the controversial legacy of his exploration.</p>
<p>Text 6: The Four Journeys</p>	<p>Quantitative: N/A</p>	<p>Map depicting the four journeys of Christopher Columbus; supports</p>

<p>of Christopher Columbus</p> <p>Author:</p> <p>Genre: Map</p> <p>Cost/Access: \$0.00</p> <p>https://en.wikipedia.org/wiki/Voyages_of_Christopher_Columbus#/media/File:Viajes_de_colon_en.svg</p>	<p>Qualitative: N/A</p>	<p>the reading students completed about the later voyages in the previous article.</p>
<p>Text 7: EXCERPT FROM: "The Journal Of Christopher Columbus"</p> <p>Author: Christopher Columbus</p> <p>Genre: Primary Source</p> <p>Cost/Access: \$0.00</p> <p>http://www.americanjourneys.org/pdf/AJ-062.pdf</p>	<p>RMM: 9-10 CCSS: 9.3 Dale-Chall: 7.85 Flesch-Kincaid: 10.4</p> <p>Qualitative: Purpose: Very Complex. Purpose can be inferred through reading, but presents both abstract and straightforward themes</p> <p>Structure: Moderately Complex. No text features or graphics; organization is generally chronological and narrative</p> <p>Language: Very Complex. The language is not contemporary and text contains archaic speech patterns, vocabulary, and domain-specific references; sentence structure is, at times, complex</p> <p>Knowledge Demands: Very Complex. Relies on an initial understanding of the arrival of Columbus and the Spaniards, prior understanding of Indigenous peoples would support visualization of Indigenous peoples as well as Columbus, his boats, and the arriving Europeans.</p>	<p>This excerpt, taken from the actual journals of Christopher Columbus, outlines his first encounters with Indigenous people, as well as his intentions in the region. Students will need to read closely to uncover the nuance behind what Columbus is outlining.</p>
<p>Text 8: EXCERPTS FROM: "THE DEVASTATION OF</p>	<p>RMM: 10.1 CCSS: 9-12 Dale-Chall: 8.44 Flesch-Kincaid: 11.4</p>	<p>A slave owner turned Dominican friar, Bartolome de Las Casas traveled to the Caribbean and witnessed the events taking place.</p>

<p>THE INDIES: A BRIEF ACCOUNT</p> <p>Author: Bartolome de Las Casas, 1552</p> <p>Genre: Primary Document: Historical Account</p> <p>Cost/Access: \$0.00</p> <p>https://www.asdk12.org/staff/bivins_rick/HOMEWORK/216236_LasCasas_TheDevast.pdf</p>	<p>Purpose: Moderately Complex. Text does not have an explicit purpose but it can be inferred through reading.</p> <p>Structure: Moderately Complex. No text features or graphics; organization is generally chronological and narrative</p> <p>Language: Very Complex. The language is not contemporary and text contains archaic speech patterns and vocabulary; sentence structure is, at times, complex</p> <p>Knowledge Demands: Very Complex. Relies on an initial understanding of the arrival of Columbus and the Spaniards, as well as working knowledge of Christianity and the goals of the Europeans.</p>	<p>He became convinced that the actions taken by the Spaniards were unjust, and became a champion for the Indigenous peoples in the region. In this text, he outlines the many atrocities that the Spaniards committed in the Caribbean, both during Columbus’s time, and after.</p> <p>This text has been excerpted for the purpose of knowledge-building in alignment with the expert pack’s topic. The link will take readers to the entire text, should they wish to expand their knowledge or gain more exposure to de Las Casa’s writing.</p>
<p>Text 9: “Time to Abolish Columbus Day”</p> <p>Author: Bill Bigelow</p> <p>Genre: Informational/Opinion Article</p> <p>Cost/Access: 0.00</p> <p>http://zinnedproject.org/2015/10/columbus-day-abolish/</p>	<p>RMM: 10.9 CCSS: 9-12 Dale-Chall: 10.76 Flesch-Kincaid: 13.7</p> <p>Purpose: Slightly Complex. Purpose is explicit and argument clearly laid out</p> <p>Structure: Moderately Complex. No text features or graphics; organization is generally chronological and narrative</p> <p>Language: Moderately Complex. Sentence structure is, at times, complex, and Tier 2 vocabulary can be complex.</p> <p>Knowledge Demands: Moderately Complex. Relies on an initial understanding of the arrival of Columbus and the Spaniards; also makes contemporary references to issues such as Black Lives Matter and climate change.</p>	<p>This argumentative text makes a strong argument for abolishing Columbus Day, referencing what students have already learned and building upon that knowledge with information about current textbooks’ treatments of the subject and making connections to contemporary events.</p>

EXTENDED READING

<p>Extended Reading Text 1: Columbus Day</p> <p>Author: Matthew Inman</p> <p>Genre: Comic and text</p> <p>Cost/Access: \$0.00 if viewed on the internet</p> <p>http://theoatmeal.com/comics/columbus_day</p>	<p>RMM: 10.9 CCSS: 9-12 Dale-Chall: 9.9 Flesch-Kincaid: 12.8</p> <p>Purpose: Moderately Complex. Initially explicit but contains multiple purposes.</p> <p>Structure: Moderately Complex. Connections between ideas are not immediately apparent; text features and graphics support comprehension</p> <p>Language: Contains some advanced vocabulary (supported in the glossary); much of the language is contemporary and sentence structure is not complex.</p> <p>Knowledge Demands: Moderately Complex. Working knowledge of Columbus will supplement understanding but is not essential</p>
<p>Extended Reading, Text 2: “Debate.org”</p> <p>Author: Phillip & Crystal Ferreira, Juggle LLC</p> <p>Genre: Interactive Website</p> <p>Cost/Access: 0.00</p> <p>http://www.debate.org/</p>	<p>Quantitative: N/A Qualitative: N/A</p> <p>Suggested debates for students to begin with:</p> <p><u>Was the arrival of Columbus worth it?</u></p> <p>http://www.debate.org/opinions/was-the-arrival-of-christopher-columbuss-ships-in-the-new-world-worth-the-damage-it-wreaked-on-native-american-society</p> <p><u>Should we replace Columbus Day?</u></p> <p>http://www.debate.org/polls/should-columbus-day-be-replaced-with-a-different-federal-holiday-or-none</p> <p>http://www.debate.org/opinions/is-it-wrong-to-celebrate-columbus-day</p> <p><u>Was Columbus a hero?</u></p> <p>http://www.debate.org/opinions/should-christopher-columbus-be-considered-a-hero-or-not</p>
<p>Extended Reading, Text 3:</p>	<p>While this text is for readers ready to tackle advanced text, once students finish the pack, they will have the knowledge and vocabulary to better access this text.</p>

<p>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</p> <p>Chapter 2: The True Importance of Christopher Columbus</p> <p>Author: James W. Loewen</p> <p>Genre: History Text</p> <p>Cost/Access: \$10.89, Amazon.com</p> <p>http://www.amazon.com/Lies-My-Teacher-Told-Everything/dp/0743296281/ref=sr_1_1?ie=UTF8&qid=1455659257&sr=8-1&keywords=Lies+my+teacher+told+me</p>	<p>It provides a detailed account of many of the facts presented in the shorter texts in this pack, included excerpts from historical documents of the time and gruesome details of the treatment of the Indigenous peoples of the Caribbean at the hands of Columbus and other invading Europeans.</p>
<p>Extended Reading, Text 4: A Young People's History of the United States: Columbus to the War on Terror (For Young People Series)</p> <p>Chapter 1: Columbus and the Indians</p> <p>Author: Howard Zinn</p>	<p>More accessible than the college/career ready <i>Lies My Teacher Told Me</i>, this book is an adaption of the famous text, <i>A People's History of the United States</i>. Intended for Grades 6 and up, it is both readable and highly engaging, and filled with detailed information of the arrival of Columbus and the events that ensued. Highly recommended as a continuation of this expert pack!</p>

<p>Genre: History Text</p> <p>Cost/Access: \$15.70 Amazon.com</p> <p>http://www.amazon.com/Young-Peoples-History-United-States/dp/1583228691/ref=sr_1_1?ie=UTF8&qid=1455131742&sr=8-1&keywords=childrens+peoples+history</p>	
<p>Extended Reading, Text 5: How Columbus Sailed Into US History, Thanks to Italians”</p> <p>Author: Lakshmi Gandhi</p> <p>http://www.npr.org/sessions/codeswitch/2013/10/14/232120128/how-columbus-sailed-into-u-s-history-thanks-to-italians</p>	<p>In this text, readers will learn how a man who never even reached the land we now call the United States has a national holiday there in his name!</p>

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ Text Features: If used, directly enhance the reader's understanding of content ○ Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> ○ Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

GLE ALIGNMENT:

- US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources
- WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society
- [CCSS.ELA-LITERACY.RH.9-10.5](#) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- [CCSS.ELA-LITERACY.RH.9-10.9](#) Compare and contrast treatments of the same topic in several primary and secondary sources.

Rationale and suggested sequence for reading:

The purpose of this expert pack is to expose students to the historical realities of the arrival of Christopher Columbus in the Caribbean and dispel some of the myths that our early education system has perpetuated about his “discovery.” While not intentionally biased, selections of primary documents, media, film, and other texts were strategically selected to explore perspectives other than the traditional Columbus story.

The pack starts with an image to analyze, and then a series of videos, providing some baseline information to engage readers in the pack as a whole. The first text, “Age of Discovery,” pairs with the third video and provides information about the life of Columbus and addresses some of the basic errors in the Columbus story. The cartoon and text which follow is a candid yet quirky retelling of some of the details of Columbus and his arrival in the Caribbean – it is a challenging text but is made accessible by the pictures and genre. This reading primes students for the primary documents that follow, written by both Columbus and Bartolomé De Las Casas, followed by other pieces of art that further reveal the texts; they come after the texts in order to have students develop their own understanding before being influenced by the images. The final text is an opinion piece about the abolishment of Columbus Day, which students will understand much more clearly after having bolstered their knowledge about why many places are changing Columbus Day to Indigenous People’s Day. Finally, students have a chance to engage in various debates with other students across the country on this subject – the best time to engage in the debate, once they have extensively built their knowledge and vocabulary about Columbus.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts *(the darkened sections of the standards are the focus of the Expert Pack learning for students):*

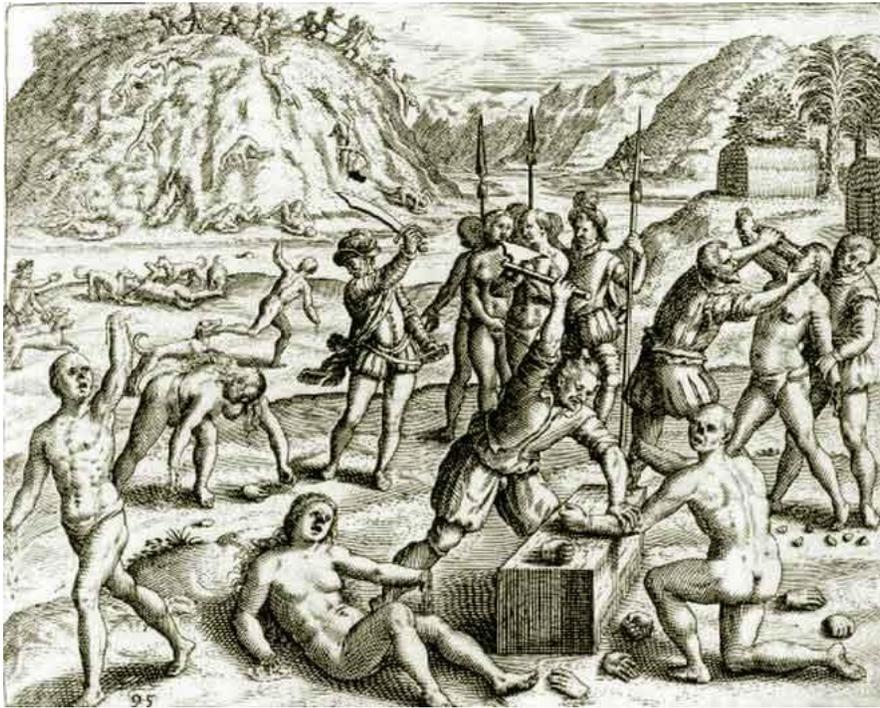
1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
3. **Read and comprehend complex literary and informational texts independently and proficiently**

Text #1

Christopher Columbus' Soldiers Chop the Hands off of Arawak Indians Who Failed to Meet the Mining Quota

Theodor de Bry

https://commons.wikimedia.org/wiki/File:Christopher_Columbus'_Soldiers_Chop_the_Hands_off_of_Arawak_Indians_who_Failed_to_Meet_the_Mining_Quota.jpg



"They would cut an Indian's hands and leave them dangling by a shred of skin ... [and] they would test their swords and their manly strength on captured Indians and place bets on the slicing off of heads or cutting of bodies in half with one blow. ... [One] cruel captain traveled over many leagues, capturing all the Indians he could find. Since the Indians would not tell him who their new lord was, he cut off the hands of some and threw others to the dogs, and thus they were torn to pieces."

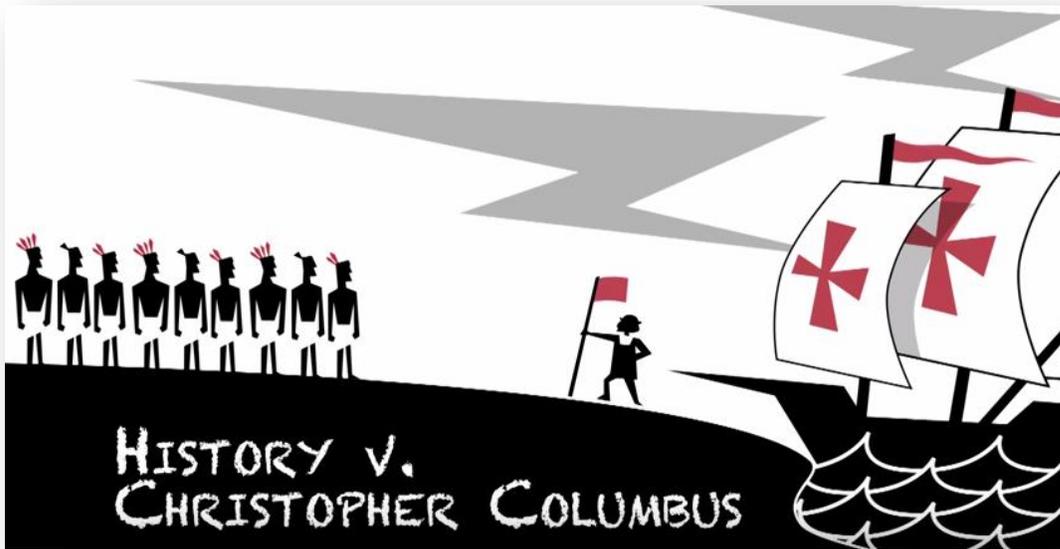
- Bartolomé De Las Casas

Text #2

History vs. Christopher Columbus

Alex Gendler, TED Ed

<https://www.youtube.com/watch?v=GD3dgiDreGc>



Filled with facts and developed by TED Ed, this cartoon puts Columbus Day on trial: two cartoon lawyers and a judge consider both sides of the Christopher Columbus debate over whether Columbus is the hero we make him out to be.

Text #3

Truth about Christopher Columbus and Columbus Day

Excerpt from the documentary *The Canary Effect*

<https://www.youtube.com/watch?v=DWdIAk3739g>



"The whole concept that Columbus thought these were savage people was totally incorrect."

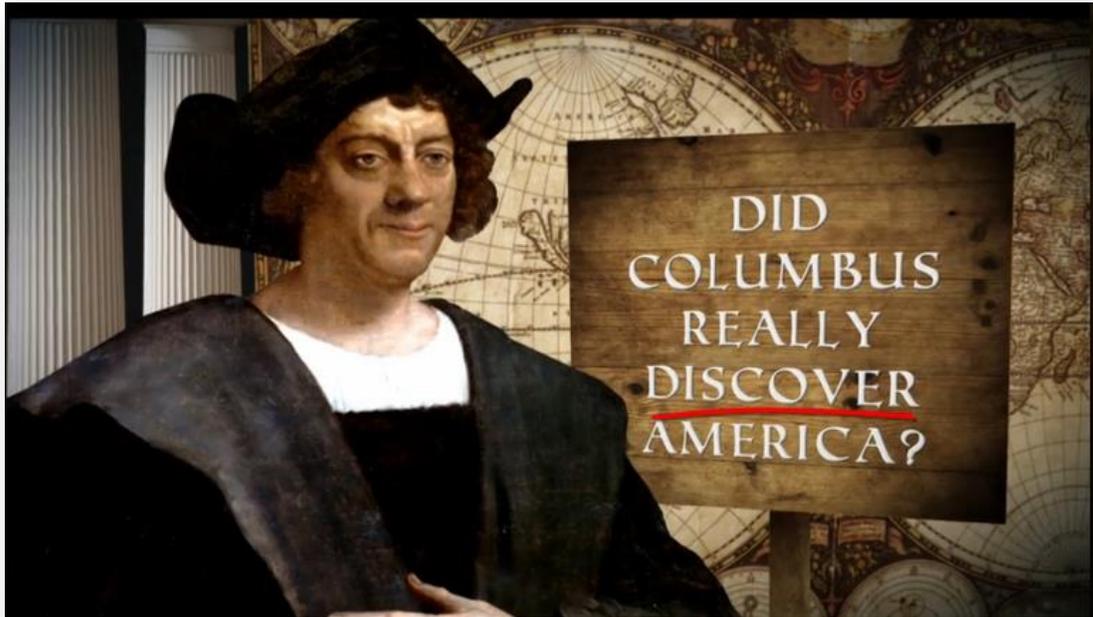
This documentary excerpt focuses on the "message from God" aspect and the wrongness of this symbol. Consider the arguments laid out in the previous video while you listen to researchers and historians discuss the issue.

Text #4

Did Columbus Really Discover America?

History.com

<http://www.history.com/topics/exploration/columbus-day>



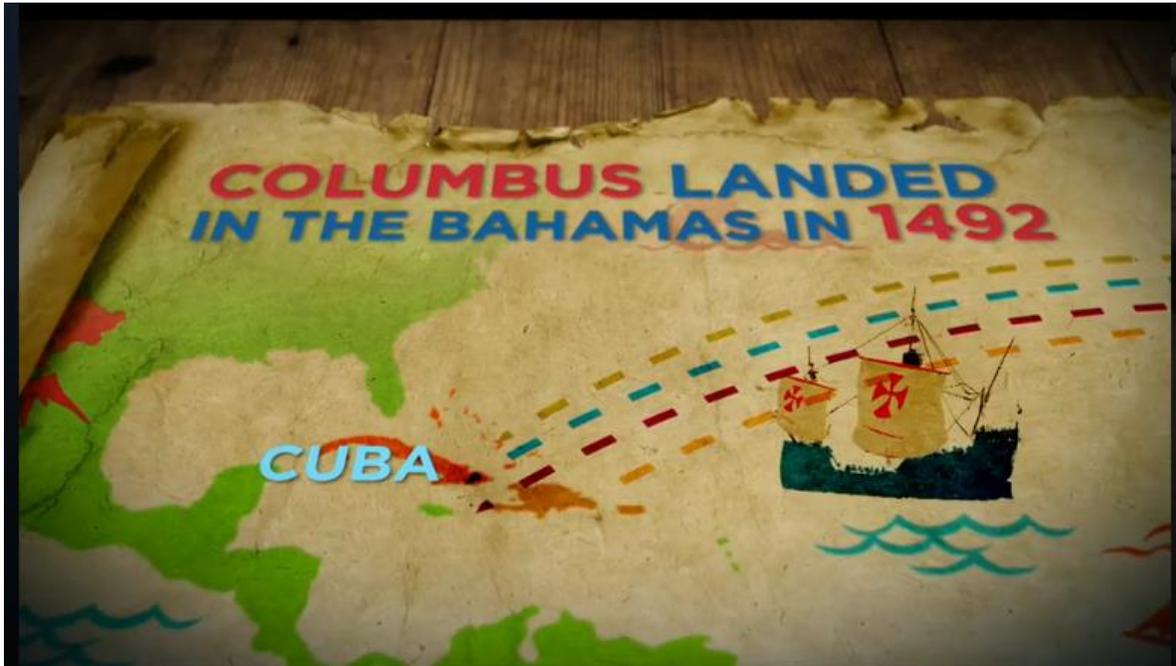
Did Columbus really discover America? This fast-paced History channel video explores this question, and the myths surrounding the traditional story of Columbus's journeys.

Text #5

Christopher Columbus: The Age of Discovery

History.com

<http://www.history.com/topics/exploration/christopher-columbus/print>



Christopher Columbus

The explorer Christopher Columbus made four trips across the Atlantic Ocean from Spain: in 1492, 1493, 1498 and 1502. He was determined to find a direct water route west from Europe to Asia, but he never did. Instead, he accidentally stumbled upon the Americas. Though he did not really “discover” the New World—millions of people already lived there—his journeys marked the beginning of centuries of trans-Atlantic conquest and colonization.

Christopher Columbus: The Age of Discovery

During the 15th and 16th centuries, leaders of several European nations sponsored expeditions abroad in the hope that explorers would find great wealth and vast undiscovered lands. The Portuguese were the earliest participants in this “Age of Discovery.” Starting in about 1420, small Portuguese ships known as caravels zipped along the African coast, carrying spices, gold, slaves and other goods from Asia and Africa to Europe.

Did You Know?

Christopher Columbus was not the first person to propose that a person could reach Asia by sailing west from Europe. In fact, scholars argue that the idea is almost as old as the idea that the Earth is round. (That is, it dates back to early Rome.)

Other European nations, particularly Spain, were eager to share in the seemingly limitless riches of the “Far East.” By the end of the 15th century, Spain’s “Reconquista”—the expulsion of Jews and Muslims out of the kingdom after centuries of war—was complete, and the nation turned its attention to exploration and conquest in other areas of the world.

Christopher Columbus: Early Life

Christopher Columbus, the son of a wool merchant, was born in Genoa in about 1451. When he was still a teenager, he got a job on a merchant ship. He remained at sea until 1470, when French privateers attacked his ship as it sailed north along the Portuguese coast. The boat sank, but the young Columbus floated to shore on a scrap of wood and made his way to Lisbon, where he studied mathematics, astronomy, cartography and navigation. He also began to hatch the plan that would change the world forever.

Christopher Columbus: The First Voyage

At the end of the 15th century, it was nearly impossible to reach Asia from Europe by land. The route was long and arduous, and encounters with hostile armies were difficult to avoid. Portuguese explorers solved this problem by taking to the sea: They sailed south along the West African coast and around the Cape of Good Hope.

But Columbus had a different idea: Why not sail west across the Atlantic instead of around the massive African continent? The young navigator's logic was sound, but his math was faulty. He argued (incorrectly) that the circumference of the Earth was much smaller than his contemporaries believed it was; accordingly, he believed that the journey by boat from Europe to Asia should be not only possible but comparatively easy. He presented his plan to officials in Portugal and England, but it was not until 1491

that he found a sympathetic audience: the Spanish monarchs Ferdinand of Aragon and Isabella of Castile.

Columbus wanted fame and fortune. Ferdinand and Isabella wanted the same, along with the opportunity to export Catholicism to lands across the globe. (Columbus, a devout Catholic, was equally enthusiastic about this possibility.) Columbus' contract with the Spanish rulers promised that he could keep 10 percent of whatever riches he found, along with a noble title and the governorship of any lands he should encounter.

On August 3, 1492, Columbus and his crew set sail from Spain in three ships: the Nina, the Pinta and the Santa Maria. On October 12, the ships made landfall—not in Asia, as Columbus assumed, but on one of the Bahamian islands. For months, Columbus sailed from island to island in what we now know as the Caribbean, looking for the “pearls, precious stones, gold, silver, spices, and other objects and merchandise whatsoever” that he had promised to his Spanish patrons, but he did not find much. In March 1493, leaving 40 men behind in a makeshift settlement on Hispaniola (present-day Haiti and the Dominican Republic), he returned to Spain.

Christopher Columbus: Later Voyages

About six months later, in September 1493, Columbus returned to the Americas. He found the Hispaniola settlement destroyed (to this day, no one knows what happened there) and left his brothers Bartolomeo and Diego behind to rebuild, along with part of

his ships' crew and hundreds of enslaved natives. Then he headed west, with his own complement of native slaves, to continue his mostly fruitless search for gold and other goods. In lieu of the material riches he had promised the Spanish monarchs, he sent some 500 slaves to Queen Isabella. The queen was horrified—she believed that any people Columbus “discovered” were Spanish subjects who could not be enslaved—and she promptly and sternly returned the explorer’s gift.

In May 1498, Columbus sailed west across the Atlantic for the third time. He visited Trinidad and the South American mainland before returning to the ill-fated Hispaniola settlement, where the colonists had staged a bloody revolt against the Columbus brothers’ mismanagement and brutality. Conditions were so bad that Spanish authorities had to send a new governor to take over. Christopher Columbus was arrested and returned to Spain in chains.

In 1502, cleared of the most serious charges but stripped of his noble titles, the aging Columbus persuaded the Spanish king to pay for one last trip across the Atlantic. This time, Columbus made it all the way to Panama—just miles from the Pacific Ocean—where he had to abandon two of his four ships in the face of an attack from hostile natives. Empty-handed, the elderly explorer returned to Spain, where he died in 1506.

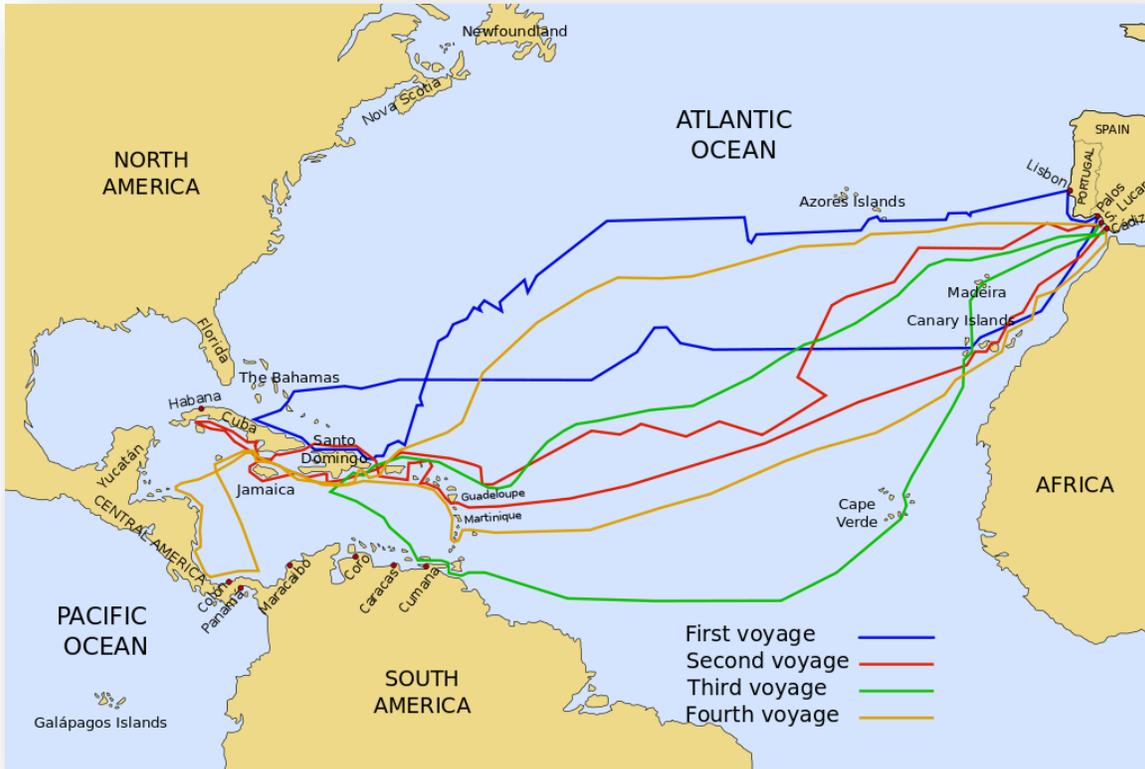
Christopher Columbus: Legacy

Christopher Columbus did not “discover” the Americas, nor was he even the first European to visit the “New World.” (Viking explorers had sailed to Greenland and Newfoundland in the 11th century.) However, his journey kicked off centuries of exploration and exploitation on the American continents. The consequences of his explorations were severe for the native populations of the areas he and the conquistadores conquered. Disease and environmental changes resulted in the destruction of the majority of the native population over time, while Europeans continued to extract natural resources from these territories. Today, Columbus has a mixed legacy—he is remembered as a daring and path-breaking explorer who transformed the New World, yet his actions also unleashed changes that would eventually devastate the native populations he and his fellow explorers encountered.

Text #6

The Four Journeys of Christopher Columbus

https://en.wikipedia.org/wiki/Voyages_of_Christopher_Columbus#/media/File:Viajes_de_colon_en.svg



Pictured above are the routes of the four Voyages of Christopher Columbus.

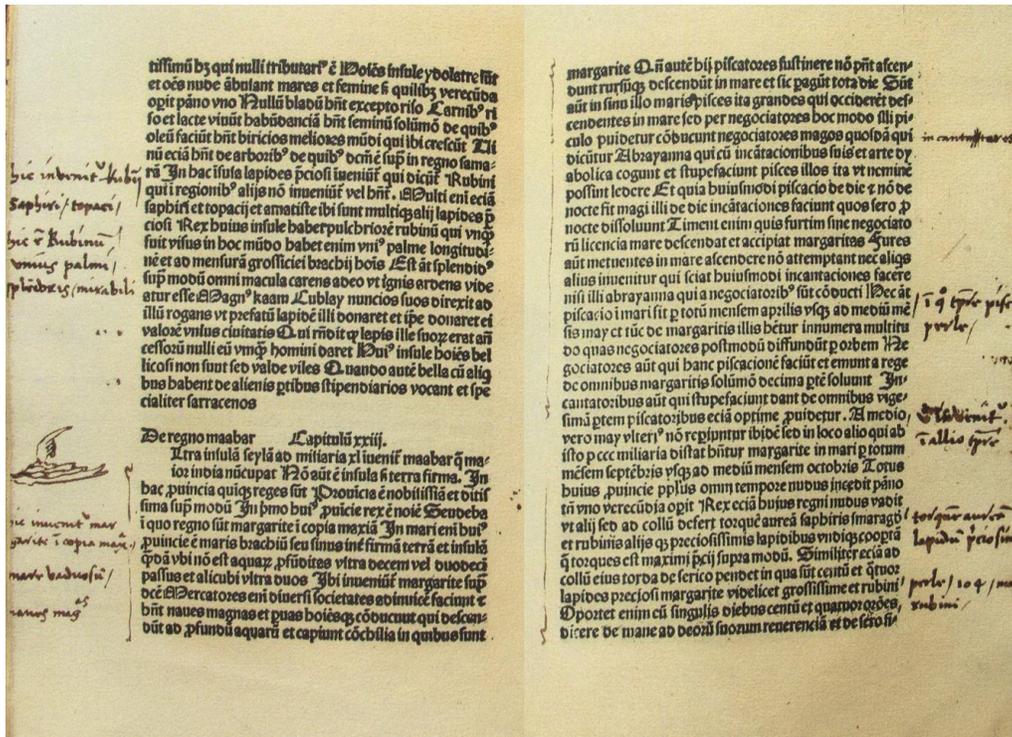
Maritime expeditions, during 1492 to 1504, to the Caribbean Islands and coast of Central America in North America.

Text #7

The Journal of Christopher Columbus

Christopher Columbus

<http://www.americanjourneys.org/pdf/AJ-062.pdf>



EXCERPT FROM: "The Journal Of Christopher Columbus"

NOTE BEFORE READING: Columbus kept a ship's log, or journal, of his first voyage from

Spain to the Americas. When he returned to Spain in 1493, he presented the journal to

King Ferdinand and Queen Isabella, who funded the journey. This version originally copied

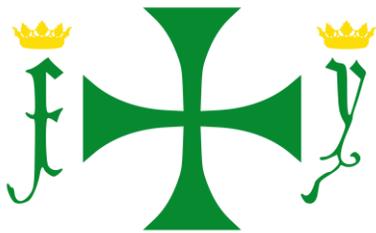
by the missionary Bartolomé de Las Casas; while printing presses were invented by this

time, there were obviously none in the America. In the first part of this text, "October 11,"

the text refers to Columbus in the third person as "admiral." Later in the excerpt, the text comes directly from Columbus's words as they were written in the journal. Consider as you read, the thoughts and feelings of both the Indigenous people, as well as the Europeans. What does Columbus state are his aims in coming to this "green that it is a pleasure to gaze upon it?"

October 11th/. . .

Two hours after midnight land appeared, at a distance of about two leagues from them. They took in all sail, remaining with the mainsail, which is the great sail without bonnets, and kept jogging, waiting for day, a Friday, on which they reached a small island of the Lucayos, which is called in the language of the Indians "Guanahani." Immediately they saw naked people, and the admiral went ashore in the armed boat, and Martin Alonso Pinzón and Vicente Yañez, his brother, who was captain of the *Niña*.



The admiral brought out the royal standard, and the captains went with two banners of the Green Cross, which the admiral flew on all the ships as a flag with an F [for Ferdinand] and a Y [for Isabella], and over each letter their crown, one being on one side of the [cross] and the other on the other.

When they had landed, they saw very green trees and much water and fruit of various kinds. The admiral called the two captains and the others who had landed, and Rodrigo de Escobedo, secretary of the whole fleet, and Rodrigo Sanchez de Segovia, and said that they should bear witness and testimony how he, before them all, took possession of the island, as in fact he did, for the King and Queen, his Sovereigns, making the declarations which are required, as is contained more at length in the testimonies which were there made in writing. Soon many people of the island gathered there. What follows are the actual words of the admiral, in his book of his first voyage and discovery of these Indies.

"I," he says, "in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it was a wonder to see.

Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged for them other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed

to me that they were a people very deficient in everything. They all go naked as their mother bore them, and the women also, although I saw only one very young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut.



Some of them are painted black, and they are the colour of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any colour that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose. They do not bear arms or know them, for I showed to them swords and they took them by the blade and cut themselves through ignorance. They have no iron.

Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways. They are all generally fairly tall, good looking and well proportioned.

I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves. They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk. I saw no beast of any kind in this island, except parrots." All these are the words of the admiral.

Saturday, October 13th...

As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people. Their hair is not curly, but loose and coarse as the hair of a horse; all have very broad foreheads and heads, more so than has any people that I have seen up to now. Their eyes are very lovely and not small. They are not at all black, but the colour of Canarians, and nothing else could be expected, since this is in one line from east to west with the island of Hierro in the Canaries. Their legs are very straight, all alike; they have no bellies but very good figures.

They came to the ship in boats, which are made of a tree trunk like long boat and all of one piece. They are very wonderfully carved, considering the country, and large, so that in some forty or forty-five men came. Others are smaller, so that in some only a solitary man came. They row them with a paddle, like a baker's peel, and they travel wonderfully fast. If one capsizes, all at once begin to swim and right it, baling it out with gourds which they carry with them. They brought balls of spun cotton and parrots and spears and other trifles, which it would be tedious to write down, and they gave all for anything that was given to them.

And I was attentive and labored to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I was able to understand that, going to the south or going round the island to the south, there was a king who had large vessels of it and possessed much gold. I endeavored to make them go there, and afterwards saw that they were not inclined for the journey. I resolved to wait until the afternoon of the following day, and after that to leave for the south-west, for, as many of them indicated to me, they said that there was land to the south and to the south-west and to the north-west, and that those of the north-west often came to attack them. So I resolved to go to the south-west, to seek the gold and precious stones.

This island is fairly large and very flat; the trees are very green and there is much water. In the center of it, there is a very large lake; there is no mountain, and all is so green that it is a pleasure to gaze upon it. The people also are very gentle and, since they long to possess something of ours and fear that nothing will be given to them unless they give something, when they have nothing, they take what they can and immediately throw themselves into the water and swim. But all that they do possess, they give for anything which is given to them, so that they exchange things even for pieces of broken dishes and bits of broken glass cups. . . .

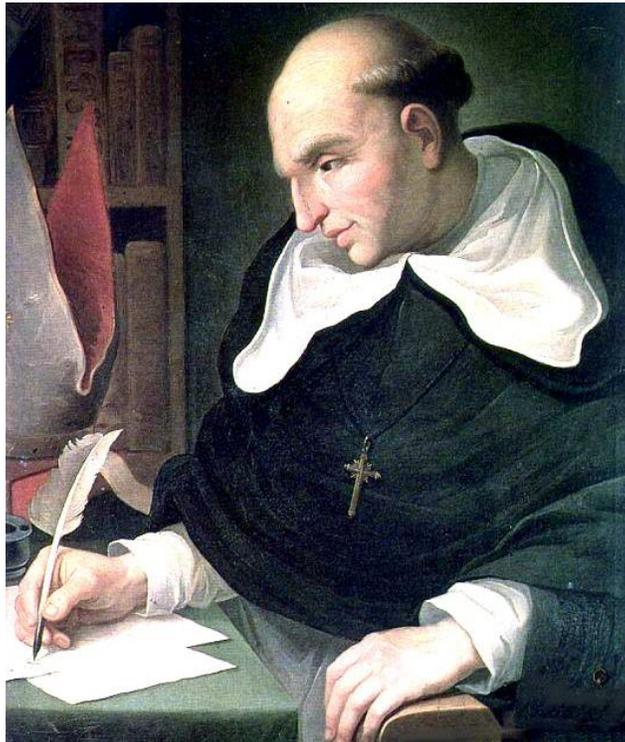
With fifty men we could subjugate them all and make them do whatever we want."

Text #8

Excerpts From: “The Devastation of the Indies: A Brief Account”

Bartolome de Las Casas, 1552

https://www.asdk12.org/staff/bivins_rick/HOMEWORK/216236_LasCasas_TheDevast.pdf



*Bartolome de las Casas, National Geographic & Álvaro Huerga, Bartolomé de Las Casas:
Vie et œuvres, Public Domain.*

From that time onward the Indians began to seek ways to throw the Christians out of their lands. They took up arms, but their weapons were very weak and of little service in offense and still less in defense. (Because of this, the wars of the Indians against each

other are little more than games played by children.) And the Christians, with their horses and swords and pikes began to carry out massacres and strange cruelties against them. They attacked the towns and spared neither the children nor the aged nor pregnant women nor women in childbed, not only stabbing them and dismembering them but cutting them to pieces as if dealing with sheep in the slaughter house.

They laid bets as to who, with one stroke of the sword, could split a man in two or could cut off his head or spill out his entrails with a single stroke of the pike. They took infants from their mothers' breasts, snatching them by the legs and pitching them headfirst against the crags or snatched them by the arms and threw them into the rivers, roaring with laughter and saying as the babies fell into the water, "Boil there, you offspring of the devil!" Other infants they put to the sword along with their mothers and anyone else who happened to be nearby.

They made some low wide gallows on which the hanged victim's feet almost touched the ground, stringing up their victims in lots of thirteen, in memory of Our Redeemer and His twelve Apostles, then set burning wood at their feet and thus burned them alive. To others they attached straw or wrapped their whole bodies in straw and set them afire. With still others, all those they wanted to capture alive, they cut off their hands and hung them round the victim's neck, saying, "Go now, carry the message," meaning,

"Take the news to the Indians who have fled to the mountains." They usually dealt with the chieftains and nobles in the following way: they made a grid of rods which they placed on forked sticks, then lashed the victims to the grid and lighted a smoldering fire underneath, so that little by little, as those captives screamed in despair and torment, their souls would leave them...



A 16th-century illustration by Flemish Protestant Theodor de Bry for Las Casas's *Brevisima relación de la destrucción de las Indias*, depicting Spanish atrocities during the conquest of Cuba

Among the noteworthy outrages they committed was the one they perpetrated against a cacique, a very important noble, by name Hatuey, who had come to Cuba from Hispaniola with many of his people, to flee the calamities and inhuman acts of the Christians. When he was told by certain Indians that the Christians were now coming to Cuba, he assembled as many of his followers as he could and said this to them: "Now you must know that they are saying the Christians are coming here, and you know by

experience how they have put So and So and So and So, and other nobles to an end. And now they are coming from Haiti (which is Hispaniola) to do the same here. Do you know why they do this?" The Indians replied: "We do not know. But it may be that they are by nature wicked and cruel." And he told them: "No, they do not act only because of that, but because they have a God they greatly worship and they want us to worship that God, and that is why they struggle with us and subject us and kill us."

He had a basket full of gold and jewels and he said: "You see their God here, the God of the Christians. If you agree to it, let us dance for this God, who knows, it may please the God of the Christians and then they will do us no harm." And his followers said, all together, "Yes, that is good, that is good!" And they danced round the basket of gold until they fell down exhausted.

Then their chief, the cacique Hatuey, said to them: "See here, if we keep this basket of gold they will take it from us and will end up by killing us. So let us cast away the basket into the river." They all agreed to do this, and they flung the basket of gold into the river that was nearby.

This cacique, Hatuey, was constantly fleeing before the Christians from the time they arrived on the island of Cuba, since he knew them and of what they were capable. Now

and then they encountered him and he defended himself, but they finally killed him. And they did this for the sole reason that he had fled from those cruel and wicked Christians and had defended himself against them. And when they had captured him and as many of his followers as they could, they burned them all at the stake.

When tied to the stake, the cacique Hatuey was told by a Franciscan friar who was present, an artless rascal, something about the God of the Christians and of the articles of the Faith. And he was told what he could do in the brief time that remained to him, in order to be saved and go to Heaven. The cacique, who had never heard any of this before, and was told he would go to Inferno where, if he did not adopt the Christian Faith, he would suffer eternal torment, asked the Franciscan friar if Christians all went to Heaven. When told that they did he said he would prefer to go to Hell. Such is the fame and honor that God and our Faith have earned through the Christians who have gone out to the Indies...

A cacique (as a native ruler was called) had given the tyrant, either of his own accord or impelled by fear, gold worth nine thousand castellanos. Not content with this amount, the Governor had the cacique bound to a stake in a sitting posture, his legs extended, and set a fire to burn the soles of his feet, demanding more gold. The cacique sent to his house for more gold and the servant brought back three thousand castellanos'

worth. Not content with this, more gold was demanded of the cacique. And, either because there was no more or else he was unwilling to give more, he continued to be tortured until the bone marrow came out of the soles of his feet and he died. Such things were done to the Indians countless times, always with the aim of getting as much gold as possible from them...

They were allowed to capture as many Indians as they liked in peaceful settlements, to become their slaves. And they put the captives in chains and made them carry heavy loads, weighing as much as three arrobas. And they had to carry these cargoes on their backs for long marches. The result was that the number of captives soon dwindled, most of them dying from exhaustion, so that from four thousand captives there remained only six.

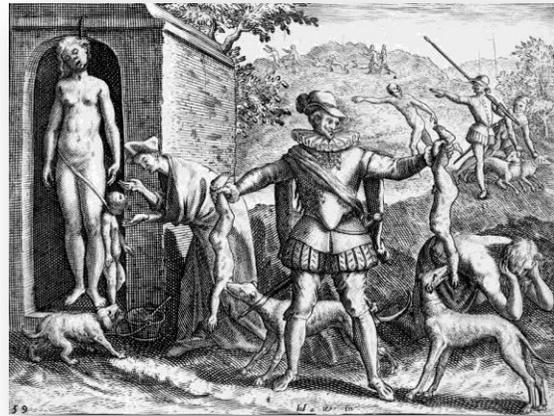
They left the dead bodies on the trail. They were decapitated corpses, for when a captive sank under the heavy load, the Spaniards cut off his head, which fell to one side while the body fell to the other while the captives chained together continued their march without interruption. When commanded to do similar labor, with this experience behind them, the surviving Indians went off weeping and saying, "These are the roads down which we went to serve the Christians. In the past, even when we worked hard we

could return to our houses, our wives, and children. But now we go without hope of ever again seeing them..."

And now as we cross these lands we see them so deserted and destroyed that anyone, no matter how hardened, would have his heart torn with grief. In those eleven years more than two hundred thousand souls were killed, leaving today on more than a hundred square leagues of land no more than two thousand, and these, each day, are being killed in the aforementioned servitude...

When the Indians saw that humility and the offering of gifts were of no avail to soften the hearts of the Spaniards, and that patience and endurance were useless, and that without any appearance or color of reason they would be attacked and slain, they agreed to assemble and stand together and die in a war, revenging themselves as best they could against the cruel and infernal enemies; since they well knew that being not only unarmed but naked, they would be opposing ferocious men on horseback so well armored that to prevail against them would be impossible, they conceived the idea of digging holes in the middle of the roads, into which the horsemen would fall and have their bellies pierced by the sharp sticks with which the holes would be filled, covered over with turf and weeds.

Once or twice horsemen did fall into the holes, but not more than that, for the Spaniards learned how to avoid them. But to avenge themselves against the Indians they threw into those holes all the Indians they could capture of every age and kind. And thus children and old men and even pregnant women and women but lately in childbed were thrown in and perished. As many Indians as could be seized were flung into those holes to be mortally wounded on the sharp sticks; a pitiful sight, especially the women and children. All the



A 1598 fictional engraving by Theodor de Bry depicting a Spaniard feeding Indian children to his dogs.

remaining Indians were slain with pikes or swords, or were thrown to the savage dogs, which tore them to pieces and devoured them...

The Spaniards broke up marriages, separating husbands and wives, robbed couples of their children, took for themselves the wives and daughters of the people, or gave them to the sailors and soldiers as consolation, and the sailors bore them away on their vessels that were crowded with Indians, all of them dying of hunger and thirst. And truth to say, if one wanted to tell about this in detail or to describe all the cruelties perpetrated, it would make a big book that would horrify the world.

Text #9

Time to Abolish Columbus Day

Bill Bigelow

<http://zinnedproject.org/2015/10/columbus-day-abolish/>



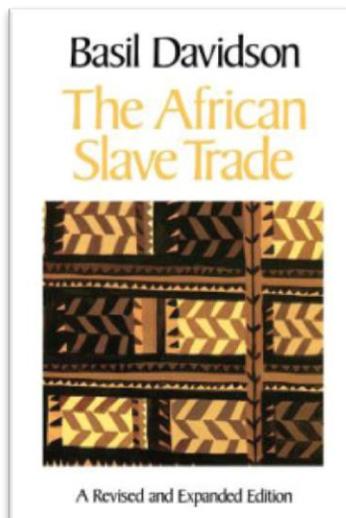
Once again this year many schools will pause to commemorate Christopher Columbus.

Given everything we know about who Columbus was and what he launched in the Americas, this needs to stop.

Columbus initiated the trans-Atlantic slave trade, in early February 1494, first sending several dozen enslaved Taínos to Spain. Columbus described those he enslaved as “well made and of very good intelligence,” and recommended to King Ferdinand and Queen Isabella that taxing slave shipments could help pay for supplies needed in the Indies. A

year later, Columbus intensified his efforts to enslave Indigenous people in the Caribbean. He ordered 1,600 Taínos rounded up—people whom Columbus had earlier described as “so full of love and without greed”—and had 550 of the “best males and females,” according to one witness, Michele de Cuneo, chained and sent as slaves to Spain. “Of the rest who were left,” de Cuneo writes, “the announcement went around that whoever wanted them could take as many as he pleased; and this was done.”

Taíno slavery in Spain turned out to be unprofitable, but Columbus later wrote, “Let us in the name of the Holy Trinity go on sending all the slaves that can be sold.”



The eminent historian of Africa, Basil Davidson, also assigns responsibility to Columbus for initiating the African slave trade to the Americas. According to Davidson, the first license granted to send enslaved Africans to the Caribbean was issued by the king and queen in 1501, during Columbus’s rule in the Indies, leading Davidson to dub

Columbus the “father of the slave trade.”

From the very beginning, Columbus was not on a mission of discovery but of conquest and exploitation—he called his expedition *la empresa*, the enterprise. When slavery did not pay off, Columbus turned to a tribute system, forcing every Taíno, 14 or older, to fill

a hawk's bell with gold every three months. If successful, they were safe for another three months. If not, Columbus ordered that Taínos be "punished," by having their hands chopped off, or they were chased down by attack dogs. As the Spanish priest Bartolomé de las Casas wrote, this tribute system was "impossible and intolerable."

And Columbus deserves to be remembered as the first terrorist in the Americas. When resistance mounted to the Spaniards' violence, Columbus sent an armed force to "spread terror among the Indians to show them how strong and powerful the Christians were," according to the Spanish priest Bartolomé de las Casas. In his book *Conquest of Paradise*, Kirkpatrick Sale describes what happened when Columbus's men encountered a force of Taínos in March of 1495 in a valley on the island of Hispaniola:

The soldiers mowed down dozens with point-blank volleys, loosed the dogs to rip open limbs and bellies, chased fleeing Indians into the bush to skewer them on sword and pike, and [according to Columbus's biographer, his son Fernando] "with God's aid soon gained a complete victory, killing many Indians and capturing others who were also killed."

All this and much more has long been known and documented. As early as 1942 in his Pulitzer Prize winning biography, *Admiral of the Ocean Sea*, Samuel Eliot Morison wrote that Columbus’s policies in the Caribbean led to “complete genocide”—



A woodcut by Theodor De Bry, in the 16th century, based on the writings of Bartolomé de las Casas.

and Morison was a writer who admired Columbus.

If Indigenous peoples’ lives mattered in our society, and if Black people’s lives mattered in our society, it would be inconceivable that we would honor the father of the slave trade with a national holiday. The fact that we have this holiday legitimates a curriculum that is contemptuous of the lives of peoples of color. Elementary school libraries still feature books like *Follow the Dream: The Story of Christopher Columbus*, by Peter Sis, which praise Columbus and say nothing of the lives destroyed by Spanish colonialism in the Americas.

No doubt, the movement launched 25 years ago in the buildup to the Columbus Quincentenary has made huge strides in introducing a more truthful and critical history about the arrival of Europeans in the Americas. Teachers throughout the country put

Columbus and the system of empire on trial, and write stories of the so-called discovery of America from the standpoint of the people who were here first.

But most textbooks still tip-toe around the truth. Houghton Mifflin's *United States History: Early Years* attributes Taíno deaths to "epidemics," and concludes its section on Columbus: "The Columbian Exchange benefited people all over the world." The section's only review question erases Taíno and African humanity: "How did the Columbian Exchange change the diet of Europeans?"



Peter Sis' interpretation of Columbus' arrival in the Americas in "Follow the Dream."

Too often, even in 2015, the Columbus story is still young children's first *curricular* introduction to the meeting of different ethnicities, different cultures, different nationalities. In school-based literature on Columbus, they see him plant the flag, and name and claim "San Salvador" for an empire thousands of miles away; they're taught that white people have the right to rule over

peoples of color, that stronger nations can bully weaker nations, and that the only voices they need to listen to throughout history are those of powerful white guys like Columbus. Is this said explicitly? No, it doesn't have to be. It's the silences that speak.

For example, here's how Peter Sis describes the encounter in his widely used book: "On October 12, 1492, just after midday, Christopher Columbus landed on a beach of white

coral, claimed the land for the King and Queen of Spain, knelt and gave thanks to God..." The Taínos on the beach who greet Columbus are nameless and voiceless. What else can children conclude but that their lives don't matter?

Enough already. Especially now, when the Black Lives Matter movement prompts us to look deeply into each nook and cranny of social life to ask whether our practices affirm the worth of every human being, it's time to rethink Columbus, and to abandon the holiday that celebrates his crimes.

In 2014, the Seattle City Council adopted a resolution to celebrate Indigenous Peoples' Day, not Columbus Day.

More cities—and school districts—ought to follow the example of Berkeley, Minneapolis, and Seattle, which have scrapped Columbus Day in favor of Indigenous Peoples Day—a day to commemorate the resistance and resilience of Indigenous peoples throughout the Americas, and not just in a long-ago past, but today. Or what about studying and honoring the people Columbus enslaved and terrorized: the Taínos. Columbus said that they were gentle, generous, and intelligent, but how many students today even know the name *Taíno*, let alone know anything of who they were and how they lived?

Last year, Seattle City Councilmember Kshama Sawant put it well when she explained Seattle's decision to abandon Columbus Day: "Learning about the history of Columbus

and transforming this day into a celebration of Indigenous people and a celebration of social justice ... allows us to make a connection between this painful history and the ongoing marginalization, discrimination, and poverty that Indigenous communities face to this day.”

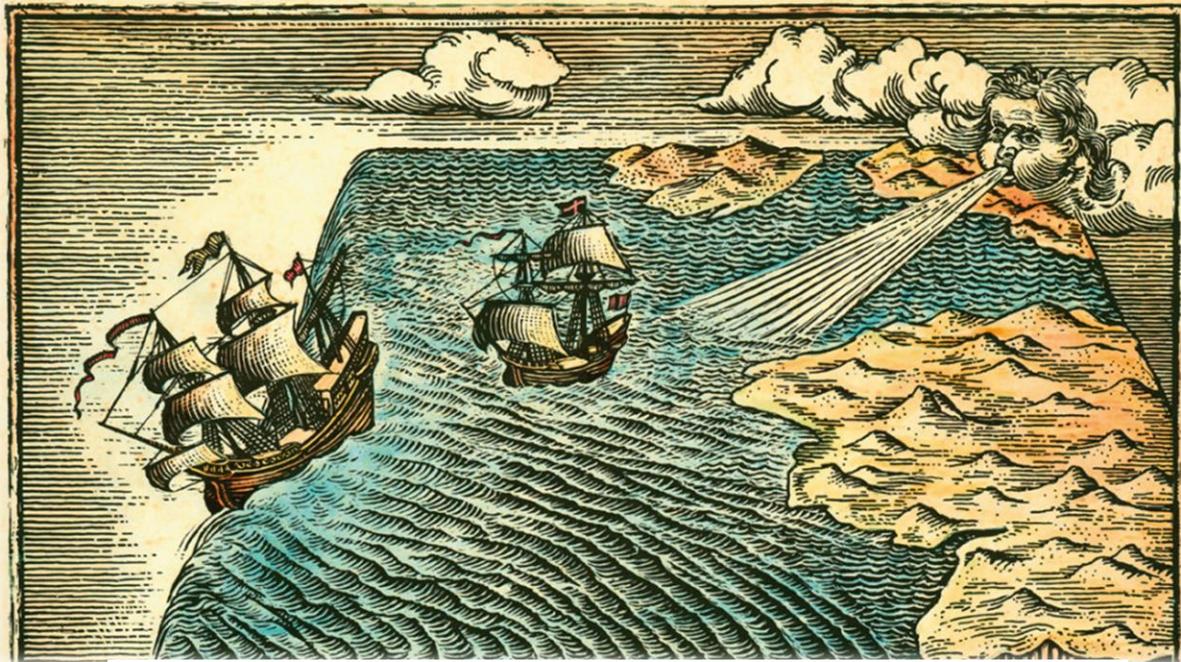
We don’t have to wait for the federal government to transform Columbus Day into something more decent. Just as the climate justice movement is doing with fossil fuels, we can organize our communities and our schools to divest from Columbus. And that would be something to celebrate.

Extended Reading, Text #1

Columbus Day

Matthew Inman

W http://theoatmeal.com/comics/columbus_day



In 1491...no one thought the earth was flat. The notion that in pre-Columbian times everyone thought the earth was flat is a myth conjured up in the 18th century.

A famous comic artist takes on the Columbus story in a straightforward, contemporary way, using images, hand-written text, and a unique voice to share his perspective and feelings on the arrival of Columbus and the events that followed.

Extended Reading, Text #2

Debate.org

Phillip & Crystal Ferreira, Juggle LLC

<http://www.debate.org/>



On this website, you can engage in several different debates on Christopher Columbus, from a quick vote to more lengthy written responses. Feel free to use the search bar to locate more debates on the topic, or to create a debate of your own!

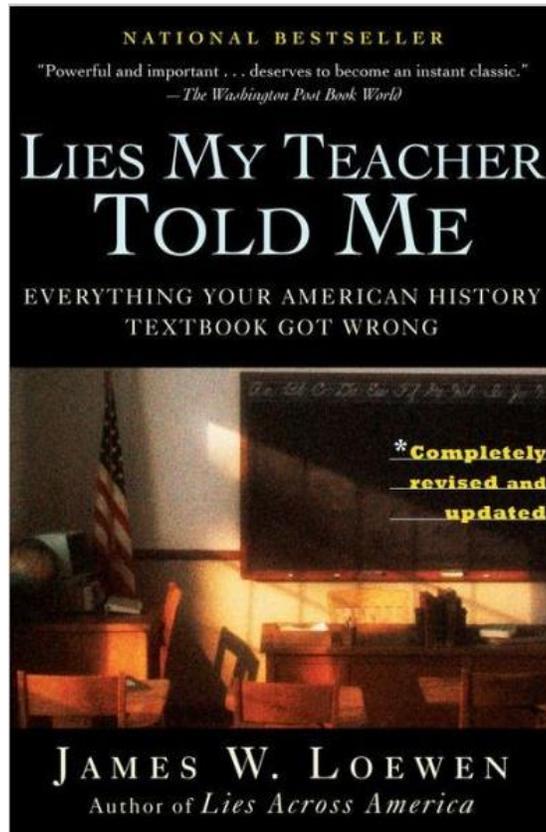
Extended Reading Text #3

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong.

Chapter 2: The True Importance of Christopher Columbus

By: James W. Loewen

http://www.amazon.com/Lies-My-Teacher-Told-Everything/dp/0743296281/ref=sr_1_1?ie=UTF8&qid=1455659257&sr=8-1&keywords=Lies+my+teacher+told+me

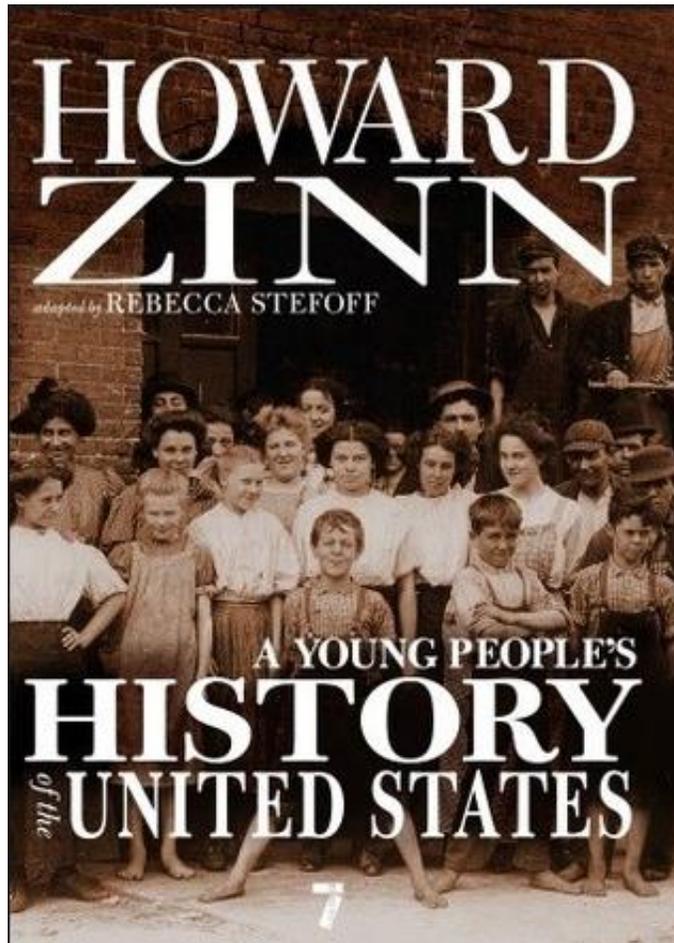


Extended Reading Text #4

A Young People's History of the United States: Columbus to the War on Terror Chapter 1: Columbus and the Indians

By: Howard Zinn

http://www.amazon.com/Young-Peoples-History-United-States/dp/1583228691/ref=sr_1_1?ie=UTF8&qid=1455131742&sr=8-1&keywords=childrens+peoples+history



Extended Reading Text #5

How Columbus Sailed Into US History, Thanks to Italians

Lakshmi Gandhi

<http://www.npr.org/sections/codeswitch/2013/10/14/232120128/how-columbus-sailed-into-u-s-history-thanks-to-italians>



Though he sailed in 1492, Christopher Columbus was not widely known among Americans until the mid-1700s. Spencer Arnold/Getty Images

In this text, readers will learn how a man who never even reached the land we now call the United States has a national holiday there in his name!

APPENDICES

Appendix A.....Glossary

Appendix B.....Student Activities and Journals

Appendix C.....Other Student Activities

Appendix D.....For Teachers: Suggestions for Implementing Expert Packs

Appendix E.....Grading Rubric

Appendix F.....Supports for Struggling Students

APPENDIX A: GLOSSARY

Words selected for the glossary are words that either cannot be determined from context, may inhibit student understanding of the text, or are essential to deep understanding of the expert pack. **The packs are designed to have words repeat for multiple exposures; words are provided in the glossary only once.** Students should reference the glossary before beginning each new text, in order to familiarize themselves with the words.

Text Title	Words and informal definitions that explain the meaning of the word in the context of the text at hand
<p>Text 3: Truth about Christopher Columbus and Columbus Day</p>	<p>Enslave: To make someone a slave</p> <p>Mythology: The myths and stories of a particular culture; the documentary makes the point that the story of Columbus is mythology, not actual historical fact</p> <p>Occupied territory: An area off land that two groups are trying to live on and develop. In this case, Columbus claimed land for Spain that was already occupied by Indigenous Peoples</p> <p>Subjugate: To defeat or take control by force; to conquer a group of people and gain their obedience</p> <p>Valorized: The documentary states that “Columbus is valorized in the mythology of the United States.” Valorized here means that he is given high praise or merit in the stories we tell</p>
<p>Text 5: Christopher Columbus: The Age of Discovery</p>	<p>Arduous: Extremely difficult or challenging</p> <p>Contemporaries: People in the same time period or group, who may have similar or different ideas.</p> <p>Exploit/Exploitation: To make use of something meanly or unfairly for your own advantage. The voyages of Columbus began the exploitation of the Caribbean people, causing millions of deaths to disease and enslavement</p> <p>Expulsion: The act of forcing a group of people to leave a place; forcing someone out</p> <p>Mismanagement: Making poor decisions as a leader about how to run an organization or group; the brother of Columbus mismanaged the settlement, leading to a revolt by the natives</p>

<p>Text 7: EXCERPT FROM: "The Journal Of Christopher Columbus"</p>	<p>Canaries: A series of small islands off the coast of Spain</p> <p>Creed: Basic, fundamental beliefs of a religion; Columbus here says that the natives could be converted to Catholicism because they did not appear to have their own religion, or creed</p> <p>Endeavored: To seriously, continuously try to do something</p> <p>Ignorance: Not being knowledgeable about something; here, the native would touch the swords of the Spaniards because they were ignorant of how sharp it was – they did not have iron to make swords</p> <p>League: A unit of distance from about 2.4 to 4.6 miles (3.9 to 7.4 kilometers)</p> <p>Standard: A long, narrow tapering banner that displays the symbols of a state, country, or royal family; a flag carried to serve as an emblem representing those who carried it. Columbus and his men would carry the standard onto shore when they encountered land, in order to claim the land for Spain</p> 
<p>Text 8: EXCERPTS FROM: "THE DEVASTATION OF THE INDIES: A BRIEF ACCOUNT"</p>	<p>Aforementioned: Mentioned or talked about previously</p> <p>Cacique: An native ruler in the Caribbean at the time of the arrival of Columbus</p> <p>Calamity/Calamities: Events causing great harm, suffering, and misery</p>

	<p>Childbed: Old term for a woman just having given birth to a child</p> <p>Conceived: To think up an idea; the natives conceived the ideas of the holes to defend themselves</p> <p>Cruelties: Actions that cause hurt or suffering, usually to someone or something that cannot defend itself</p> <p>Dismember: to remove or cut up a body part</p> <p>Entrails: Internal organs of a human or animal</p> <p>Franciscan: A religious person committed to preaching and missions for the Catholic faith</p> <p>Gallows: The structure used to hang someone</p> <p>Impelled: To feel, or to cause someone to feel a deep desire to do something; here, a native rule was impelled to give gold to a tyrant and then was tortured anyway</p> <p>Noteworthy: Something that deserves attention</p> <p>Outrages: An action that hurts people and is morally wrong; the actions taken against the Indigenous people by the Spaniards were outrages</p> <p>Perpetrated: To do something that is illegal or wrong, often to someone else</p> <p>Prevail: To defeat an opponent, especially in a long, difficult contest; here, the natives found it impossible to prevail against the Spaniards</p> <p>Servitude: The condition of having to be a slave, or having to obey another person</p>
<p>Text 9: "Time to Abolish Columbus Day"</p>	<p>Commemorate: To do something in order to remind people of an important event or piece of history; to honor a historical person or event</p> <p>Contemptuous: Showing deep hatred or disapproval; here, the author makes the argument that the false story of Columbus is contemptuous to people of color</p>

	<p>Divest: To be free of something; to strip away</p> <p>Eminent: Someone of high quality and who is respected as an expert</p> <p>Ethnicity: Relating to races or large groups of people who have the same customs, religion, origin, etc.</p> <p>Explicitly: Very clearly and concretely explained or stated</p> <p>Initiating: To cause the beginning of something; Here, many people assign responsibility to Columbus for initiating the African slave trade</p> <p>Intensify: To become stronger or even more extreme</p> <p>Legitimizes: to make real, official, or acceptable, especially something that should not be. The author makes the argument that the Columbus Day holiday legitimizes all the terrible things that Columbus did</p> <p>Standpoint: Perspective or view; people with differing standpoint on Columbus and his legacy</p>
<p>Extended Reading, Text 1: Columbus Day</p>	<p>Candor: Straightforward honesty. Here, the author says he wants to present the story of Columbus with candor, and as much fact as possible</p> <p>Castellanos: A lower value gold coin used by the Europeans at the time of Columbus, bearing the Castilian arms</p> <div data-bbox="808 1310 1040 1535" data-label="Image"> </div> <p>Colonization: To take control of a place even if the area is occupied by others. Columbus began the colonization of the Caribbean, establishing settlements and enslaving the native people</p> <p>Disfigured: To damage the appearance of something</p> <p>Dispel: To make a belief in a story go away or end</p>

Legacy: Something that happened in the past, or comes from the past that is passed down or transmitted. The author here argues that the true legacy of Columbus is different from the praiseful stories we tell about him

Muster: To work hard to gather together; the author says he wants to write "with as much candor as I can muster," meaning that he wants to gather together all the truth he can, to tell his story.

Myopia/myopically: A condition that makes it hard to see anything far away; a condition that makes it hard to see anything other than short term goals – here, Columbus had myopia about gold and glory, and therefore did not care about anything else

Parroting: Copying what was said before rather than learning for yourself

Semantics: Words and phrases in a particular context, often that are argued over instead of looking at the big picture. Here, the author says he does not want to argue the semantics of who "actually discovered" America – he wants to explore the bigger issue of the legacy of Columbus, particularly because people already lived there when he arrived.

Revelatory: An action that reveals something

Shenanigans: Foolish, thoughtless actions

Transatlantic: Across the Atlantic Ocean; involving people or land on both sides of the Atlantic ocean

APPENDIX B: STUDENT ACTIVITIES AND JOURNALS

Cumulative and Singular Activities to Accompany your Expert Pack!

Cumulative Activities – The following activities should be completed and updated **after reading each resource in the set**. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. As a developing expert, you are **required** to complete the Rolling Knowledge Journal and Sensational 6 Journals.

Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about the topic.
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).
4. Include at least 2 entries per article or resource.

Please see the example on the following page.

Rolling Knowledge Journal EXAMPLE

Title	Write, Draw, or List	
Title of the text	New and important learning about the topic and quotes	How does this resource add to what I learned already?
<p>TEXT 1:</p> <p>"Incident"</p>	<ul style="list-style-type: none"> • This poem is about Baltimore, which tells me that discrimination did not take place just in the South. • I am surprised at the people blaming the little kids. 	<ul style="list-style-type: none"> • <i>(Connect to anything else you have read or learned for THIS TEXT ONLY – all other responses must connect to the texts that came before in the series)</i> • I know that part of the reason the civil rights movement got started was because people got fed up with discrimination.
<p>TEXT 2:</p> <p>"1960: Sitting Down to Take A Stand"</p>	<ul style="list-style-type: none"> • Four teenagers in Greensboro, NC, sat at a countertop in a department store that was only meant for white customers. • More and more people sat at the countertops in "sit-ins," which was a peaceful way to protest. • Sit-ins were a new way to protest discrimination. • "I felt that this could be the last day of my life" recalls Franklin McCain, now 67 and living in Charlotte, North Carolina. "But I thought that it was well worth it. Because to continue to live the way we had been living—I questioned that. It's an incomplete life. I'd made up my mind that we absolutely had no choice." 	<ul style="list-style-type: none"> • This makes me think more about the text "Incident" because both the girl in the poem and the students who sat at the lunch counter experienced racism and name-calling. • Both the narrator of ""Incident" and the students had to wait a long time for discrimination to get better. • The students in Greensboro handled discrimination differently than the narrator. • The quote from this article also makes me think of "incident" because if I had experienced what she did, I would feel that I did not have a choice either.
<p>TEXT 3:</p> <p>... and so on...</p>		<ul style="list-style-type: none"> • <i>Make connections across both texts!</i>

Rolling Vocabulary: “Sensational Six”

1. Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
2. Next, use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
3. Continue this activity with EACH selection in the Expert Pack.
4. After reading all the selections in the Expert Pack, go back and review your words.
5. *Now select the “Sensational Six” words from ALL the word lists.*
6. Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

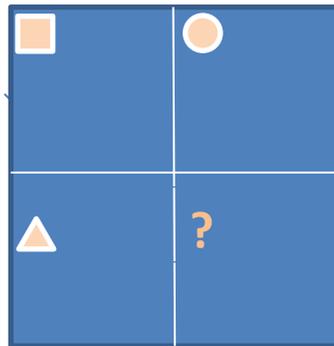
Please see the example on the following page.

EXAMPLE: Rolling Vocabulary: “Sensational Six”

Title	Six Vocabulary Words & Sentences
<p>“1960: Sitting Down to Take A Stand”</p>	<p>Words:</p> <ol style="list-style-type: none"> 1. Supreme Court 2. Sit-ins 3. Inspired 4. Demonstrations 5. Landmark 6. Exhibit <p>Sentences:</p> <ol style="list-style-type: none"> 1. The <u>Supreme Court</u> is the highest Federal court and set an important precedent when ruling on Brown vs The Board of Education. 2. <u>Sit-ins</u> were a form of peaceful protest that gained popularity during the civil rights movement. 3. The author describes this peaceful protest as one that <u>inspired</u> others to get involved in the movement. 4. Demonstration... (And so on...)
<p>Sensational Six – selected from all the articles read!</p>	<ol style="list-style-type: none"> 1. Segregation 2. Integration/Desegregation 3. Protests/(Protestors) 4. Brown vs. Board of Ed. 5. Discrimination 6. Equality
<p>Sensational Summary:</p> <p>Protests and lawsuits like <u>Brown vs. the Board of Education</u> sought to get rid of all racial <u>segregation</u>. Segregation in schools, freedom rides, and sit-ins received a lot of attention as people fought for <u>equality</u> and <u>integration</u>. The landmark decision to <u>desegregate</u> schools put many young people in the position to be courageous and be a part of the <u>protests</u> that made history even if it was dangerous and very difficult.</p> <p align="center"><i>***Please note that the Sensational Summary comes at the end of the entire expert pack –] the Sensational Six words are chosen from all of them.***</i></p>	

Singular Activities – You’ll do the following activities for at least two of your texts. The purpose of these activities is to check for understanding, capture knowledge gained, and provide a variety of ways for you to interact with each text.

Picture of Knowledge: Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants, and draw in these shapes:



Then, write in each square:

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

Quiz Maker (Recommended for [Insert Text/Resource Titles])

- Make a list of questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question *from the resource*.
- Include answers for each question.
- Include where you can find the answer in the resource.
- Find someone to take your quiz and then go over the answers with them!

Wonderings

I'm a little confused about:	This made me wonder:
<i>On the left side, track things you don't understand from the article as you read</i>	<i>On the right side, list some things you still wonder (or wonder now) about this text OR topic</i>
EXAMPLE from "Incident": <ul style="list-style-type: none">• What does it mean to be a "Baltimorian?"	<ul style="list-style-type: none">• Was Baltimore considered the South?• Does this have a connection to the famous bus protest?• Where did that protest happen (can't recall right now!)

APPENDIX C: OTHER STUDENT ACTIVITIES

Peer Summaries:

Break students into pairs. One of them is the reporter, and the other is the interviewee. The reporter will conduct an interview about the text or texts, and take notes as the interviewee speaks. You may provide questions for them to ask, or they may generate their own. The reporter should try to ask follow-up questions.

Word and Knowledge Wall:

Create a bulletin board of a tree with no leaves. At the end of each class period, have students select a new word or piece of knowledge that they acquired from the day's reading, and they pin it to a bulletin board or wall. Over time, this will grow into a veritable tree of knowledge – and also provide a CFU into what students are pulling from the texts on a daily basis.

TED Talks

At the end of a pack, students should be given the opportunity to display their new expertise! A 2-3 minute "TED Talk" is a great way for students to collaborate on knowledge, create visuals to support their talk, and provide extra exposure to speaking and listening standards, in particular SL4.

Socratic Circles

Develop several big questions for student to discuss and debate about once they have completed the pack. Pair students up and organize chairs into two circles: pairs will sit in either the inner or outer circle. Those on the inner circle are the ones debating or speaking; those in the outer ring are taking notes and preparing. Give each student three talking chips – they "spend" a chip each time they speak and once they have spent their chips, their partner enters in their place and takes over. This ensures that everyone has the opportunity to share and speak.

APPENDIX D: FOR TEACHERS: SUGGESTIONS FOR IMPLEMENTING EXPERT PACKS

Through our wide-ranging experience supporting teachers with expert pack implementation, we've discovered a few actions that have been directly related to student success. They are recommended action steps for teachers when implementing expert packs.

Note that while students have the opportunity to select their own packs, teachers should do the following for every pack they put in front of students – teachers should “become the expert” before they ask their students to do the same.

Before Starting the Pack:

1. **Read the Pack:** Read the pack, first as a reader. Annotate it using your classroom strategy (see below) and write your own notes.. Begin to “become the expert.”
2. **Complete the exemplar Rolling Knowledge and Sensational Six Vocabulary Journals:** Read the pack again, and create your own, exemplar set of journals. This serves two important purposes: one, to ensure you know the content well in order to help your students and two, to develop the bar of what you would like to see from them in their own journals. Without this bar of excellence, it is easy to accept mediocre journal entries.
3. **Select additional activities:** Which additional activities may work well with specific articles in the pack? When will you do these activities?
4. **Make a calendar:** While students should be working at their own pace, teachers should establish some benchmarks for pace-setting. When should students be halfway through the pack? When should the pack be complete? When might it be beneficial to have a TED Talk or Socratic Circle?
5. **Plan for selection and structure:** How will students select their packs so that they choose based on their actual interest, rather than on what their friends pick? How can you introduce the topics in engaging ways? Many teachers develop 5 minute presentations on the packs or have students who have already completed other packs try to “sell” the packs to others! How will the room be organized for effective small group work? How will you transition in and out of expert pack time each day? Successful expert pack implementation depends upon strong organization, especially in the beginning –how will you model for students what you want to see from them?

During Expert Pack Time:

1. **Teach annotation:** Students should be taught a standard annotation format, and should annotate in this way, allowing the teacher to see what they are annotating and why as well as preventing the massive blocks of highlighting with no purpose. Here are our suggestions.
 - *Underline* major points, and state why you underlined it in the margin.
 - Circle keywords or phrases that are confusing, and jot down a potential definition in the margin.
 - Use a **question mark (?)** for questions that you have during the reading. Write the question in the margin.

- Use an **exclamation mark (!)** for things that surprise you, and write what surprised you or stood out to you in the margin.
 - **Draw an arrow (➔)** when you make a connection to something inside the text, or to an idea or experience outside the text, and write that connection in the margin.
 - Every 3-5 paragraphs, jot down the gist of what you just read in a sentence or two.
2. Students should work with each other - not with the teacher: Students should be working in small groups, according to the pack. When they have a question, they should first ask each other. If no one in the group can answer, only then can students ask the teacher for help.
 3. Rooms are quiet and collegiate: *Expert packs, with their focus on information, intense reading about a topic, and collection of notes and evidence, is very much an opportunity for students to practice the work and collaboration they will do in college.* Classrooms should feel like a college library – small groups of students, occasionally speaking quietly, but mostly working with their texts. Teacher should set these expectations, monitor, circulate, and offer support when necessary. That said, students should be encouraged to grapple with the information largely on their own.
 4. Students need to receive regular feedback: Students will work hard on their journals, and deserve regular feedback on them. Included in the appendix is a suggested rubric, which includes a section for self-assessment. Students should grade themselves, as well as receiving ratings from the teacher, which can open objective conversations about where to improve and grow, as well as allowing the teacher to keep careful tabs on students’ knowledge and vocabulary development as they move through the pack. Remind students to focus on growth – where can they get better? How can these journals show off what they are learning in meaningful ways? Use your exemplar rubric as the bar for high expectations. Read student work carefully for copying directly from the text, as well as for ideas that range wildly away from them.

Concluding an Expert Pack:

1. Provide the opportunity for students to show off! Students need the opportunity to display their new expertise in engaging ways that are still rigorous. TED Talks, including visuals, are an excellent way to do this, but there are a myriad of other ways to allow students to teach each other, showcase their knowledge, and use their vocabulary.
2. Provide time for reflection and feedback: Give students the opportunity to reflect on their experience with the pack. What went well? What could have gone better? What do they still want to learn? Teachers should do their own self-reflection at this time, as well, thinking constantly about how to involve themselves less in the process and allow students to develop expertise and independence with each other.

APPENDIX E: GRADING RUBRIC

The suggested use of this rubric is as a tool for student reflection and goal-setting as well as a support to help teachers monitor student progress and provide feedback on student efforts. At the end of each week, students should complete the rubric on their own, assigning numerical scores on their week's work and writing and short reflection on the second page. The teacher can then look over their work and respond with her/his own scores and feedback, and students can set goals for improvement.

Annotations	<ul style="list-style-type: none"> Using symbols correctly and effectively Writes notes in margins when annotating symbols Periodically writes the gist of what is being read Writing is readable and annotations make sense with the content 	1 2 3 4 5
Rolling Knowledge	<ul style="list-style-type: none"> Knowledge collected demonstrates new knowledge about the text Knowledge is not randomly selected – it makes sense and shows developing thoughts about the topic Connections to previous readings are logical and not haphazard Knowledge is not copied from the text – it is paraphrased and, whenever possible, uses the vocabulary words! Journal section is neatly structured and readable 	1 2 3 4 5
Sensational Six	<ul style="list-style-type: none"> Words selected exemplify the gist and big ideas of the text Definitions adhere to the word's meaning in context (not just looking it up in the dictionary) Sentences are about the reading topic, not random Journal section is neatly structured and readable 	1 2 3 4 5
Summary	<ul style="list-style-type: none"> Summary of each article includes usage of all sensational six words, but is not limited to 6 sentences! Summary includes direct quotes from the text if possible, but definitely includes evidence and important details Summary includes knowledge that is included in the Rolling Knowledge journal Journal section is neatly structured and readable 	1 2 3 4 5
Participation and Group Work	<ul style="list-style-type: none"> Reading independently at own pace – not rushing Asking partner or group before asking the teacher Not wasting time and Persevering! Journals are neat and allow you to track your new knowledge and vocabulary across the whole expert pack Improving based on feedback each week. 	1 2 3 4 5

Weekly Feedback	<p>STUDENT SELF SCORE AND RATIONALE:</p> <ul style="list-style-type: none">• What went well...• Action Steps for next week... <p>TEACHER SCORE AND RATIONALE:</p> <ul style="list-style-type: none">• What went well...• Action Steps for next week...
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Name:

Class:

Date:

APPENDIX F: SUPPORTS FOR STRUGGLING STUDENTS

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text.
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack.
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge.
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text.
- Pre-reading activities that focus on the **structure and graphic elements** of the text.
- Provide **volunteer helpers** from the school community during Expert Pack time.
- **Expert Pack Glossary** For each TEXT a glossary has been provided based on the major words that might inhibit comprehension, or that cannot be determined from context. Please note that, while challenging words may reoccur in texts, they will not repeat in the glossary.

The following sections are additions made by Student Achievement Partners to help users better support English Language Learners in engaging with the text set.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

Repeat steps one through four with each resource in the text set as appropriate.