**Subject area/course**: Integrated English Language Arts & Social Studies

**Grade level/band**: Grade 5-6

**Task source**: Stanford Center for Assessment, Learning, & Equity (SCALE); Author: Gerald Reyes

**Untold Encounters: Counternarratives of “Exploration”**

**TEACHER'S GUIDE**

1. **Task overview**:

1. ESSENTIAL QUESTIONS:

* What are the costs of “exploration?”
* Who decides how we learn about and understand “exploration?”
* How can counternarratives help retell the story of “exploration?”

2. TASK SCENARIO:

Throughout history, people who have been called “explorers” have been associated with making discoveries and changing the way others view the world. Stories of their journeys have turned them into heroes who found new trade routes, created new maps, gained land and wealth for their home countries, and inspired other explorers. Yet, what some might call the “Age of Exploration,” others might call the “Age of Conquest and Colonization.” The difference lies in who is doing the “exploring,” who/what is being “explored,” who is telling the story of exploration, and who has been silenced.

This task culminates into students writing and illustrating an historical fiction (counter)narrative that (re)tells the story about the encounter between the indigenous Hawai’ians and Captain James Cook. As an instructionally-embedded task, it first anchors around examining a picture book called *Encounter* by Jane Yolen, which provides a counternarrative to the “discovery” of America by Christopher Columbus. Through a read aloud of this creative interpretation of the “discovery of America,” students will get a perspective about Columbus’ arrival to the Americas from the point of view of an indigenous boy. Students will then deepen their understanding of the text and the idea of colonialism by utilizing a grade appropriate critical analysis framework to engage in a Socratic seminar dialog. Following the close reading of the text, students’ final performance task will then be to research and then create their own picture book about the encounter between the indigenous of Hawai’i and Captain James Cook.

*NOTE: The final task is aimed at examining the context of native Hawai’i. The local context of the students should be considered and should inform how to modify the final task in a way that is more relevant, as desired.*

1. **Aligned standards:**
2. **Primary Common Core State Standards**

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story from details in the text, including how characters respond to challenges; summarize the text.

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text.

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing one’s own clearly.

CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.

CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.3.A Orient the reader by establishing a situation and introducing a narrators and characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events as well as show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.

1. **C3 Standards**

Dimension 1: Developing Questions

Dimension 2: Applying Disciplinary Tools and concepts

Dimension 3: Using Evidence

Dimension 4: Communicating Conclusions

1. **Critical abilities**

Students will research, analyze information, evaluate sources, and communicate what they are learning verbally and in written form. Additionally, they will use technology to conduct their research, in whole class discussions such as Socratic Seminars students will interact and collaborate with their classmates and teacher. Students will also give each other feedback in a peer review process.

Lastly, students will have the opportunity to design a book that provides another narrative of Hawaiian colonization.

Analysis of Information using a Critical Framework: Students can integrate and synthesize multiple sources of information in order to critically address a question, make inferences, while evaluating the credibility and accuracy of each source. The following “6L’s of Colonialism” (See Appendix 2) are used in order to examine the ways in which Colonialism manifests itself against peoples: 1) Land, 2) Language, 3) Labor, 4) Life, 5) Liberty, 6) Legacy.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

1. **Time/schedule requirements:**

READING: 4 days

SPEAKING & LISTENING: 2 days

RESEARCH: 4 days

WRITING & BOOKMAKING: 10 days

**TOTAL TIME: 20 days**

1. **Materials/resources:**
2. *Encounter* by Jane Yolen
3. *A Young People’s History of the United States* by Howard Zinn
4. Thinking Maps ® - <http://thinkingmaps.com/thinking_maps_common_core.php>
5. 6 L’s of Colonialism framework and graphic organizers (see Appendix 2)
6. Reading Like a Historian: <https://sheg.stanford.edu/rlh>
7. Socratic Seminar - <https://www.engageny.org/file/2331/download/socratic_seminar_protocol_el_012612.pdf>
8. Note-taking organizers for conducting research (several resources available on the internet)
9. Making anchor charts - <https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf>
10. Written and media texts on Captain Cook:
	1. <http://www.hawaiihistory.org/index.cfm?fuseaction=ig.page&PageID=266>
	2. <https://www.youtube.com/watch?v=2yXNrLTddME>
	3. <https://www.youtube.com/watch?v=7da0LxBwqU4>
	4. <http://en.wikipedia.org/wiki/James_Cook>
	5. <http://www.history.com/this-day-in-history/cook-discovers-hawaii>
11. Book making formats and ideas (several resources available on the internet)

Optional (for more deeper Social Studies content):

1. Propaganda art on Hawai’ian colonization or American Imperialism: <https://sites.google.com/a/hawaii.edu/ndnp-hawaii/Home/historical-feature-articles/political-cartoons>
2. *Rethinking Columbus* by Rethinking Schools

Works Referenced in Plans:

Camangian, P.R. (2013a). Reading in their own interests: Teaching five levels of analysis to U.S. students of color in urban communities. *International Journal of Multicultural Education. (15)*2.

Duncan-Andrade, J. & Morrell, E. (2008). *The art of critical pedagogy*. New York: Peter Lang.

Freire, P. (2000). *Pedagogy of the oppressed*. M. Ramos (Trans.). New York: Continuum.

# Hall, S. (1996). Cultural Studies and its theoretical legacies. In D. Morley & K. Chen (Eds.). *Stuart Hall.* (pp. 262-275). London: Routledge.

# Leonardo, Z. (2004). Critical social theory and transformative knowledge: The functions of criticism in quality education. *Educational Researcher, 33*(6), 11-18.

Wineburg, S., Martin, D., & Monte-Sano, C. (2012). *Reading like a historian: Teaching literacy in middle & high school history classrooms*. New York: Teachers College Press.

1. **Prior knowledge:**

Not provided.

1. **Connection to curriculum:**

This performance task is most relevant when taught adjacent to or alongside Social Studies explorations on U.S. Imperialism as well as when conducting exercises in social imagination and empathy. The following instructional phases breaks down some of the key teaching events suggested for building towards the completion of this task.

1. **Teacher instructions:**

Overview: This task leverages sociological/Critical social theory concepts, analytical frameworks (Camangian, 2013) and historical thinking skills (Wineburg, Martin, & Monte-Sano, 2012) to not only make relevant and rigorous the content that is taught, but to make it *important* in the eyes of students through an analytical process using theoretical frameworks that help to make critical sense of narratives, moments, events, and experiences. The human condition and the stories that have been produced throughout the ages are deeply complex, yet follow similar patterns and themes. Reading like a Historian (Wineburg, Martin, & Monte-Sano, 2012) while also Reading the Word and the World frameworks such as Camangian’s (2013) Five Levels of Analysis assists in providing a learning process for students to examine the uniqueness of as well as patterns in history. These “close reading” frameworks must also be situated within the Critical Praxis cycle (Freire, 2000; Duncan-Andrade & Morrell, 2008) in order to follow a holistic problem solving process that leverages critical social theories (Leonardo, 2004) and cultural studies (Hall, 1996) in order to name and understand how systems of oppression and socio-cultural reproduction function. Appropriating sociological concepts within these “close reading” frameworks help students to make sense of their inquiries in ways that examine how structures influence conditions, situations, behaviors, and their reproduction in society.

RECOMMENDATIONS FOR TASK ADMINISTRATION (Note: The following recommendations are *not* lesson plans):

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| PHASE | DESCRIPTION |
| GENERATING ENGAGEMENT AND ANTICIPATION | 1. Show one or more of the political cartoons around Manifest Destiny provided in the Appendix. Have students journal and then discuss in pairs what the characters represented by Uncle Sam and the native Hawai’ian might be thinking.
2. Discuss how events have multiple experiences and perspectives, but are often told dominantly from only one perspective.
3. Show age an appropriate media clip of an event told from a dominant perspective and from a subordinated perspective.
4. Introduce the task by providing, having students read, and then discussing a ***Student-Facing*** version of this Performance Assessment document.
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| READING & UNDERSTANDING: *Encounter*  | 1. Assess students’ prior knowledge of the “discovery of America” by Christopher Columbus using the Circle Map (Thinking Maps ® by David Hyerle - <http://thinkingmaps.com/thinking_maps_common_core.php>).
2. Introduce and provide a mini-lesson on the reading strategies (e.g. Visualizing, Clarifying, Inferring, Asking Questions, etc) to focus on prior to reading aloud Encounter by Jane Yolen.
3. Conduct a pre-reading activity to engage student in making a prediction about the story.
4. As you read *Encounter* aloud, engage students through strategies such as think alouds or questioning to practice the focal reading strategy, while especially highlighting figurative language.
5. Have students write down their initial reactions to the story in their journal (i.e. using a structured framework such as Interactive Notebook) or a graphic organizer. Allow students to share in pairs what they wrote as their reactions.
6. Provide a copy (for instructional purposes) of *Encounter* to students for them to independently reread and annotate the text using the focal reading strategies.
7. Conduct a formative assessment to gauge students’ comprehension of the story and adjusting instruction as necessary.
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| READING & UNDERSTANDING: *A Young People’s History of the United States, Chapter 1* | 1. Task students to read and annotate (practicing at least one of the reading strategies focused on when reading *Encounter)* *A Young People’s History of the United States,* Chapter 1: Columbus and the Indians.
2. Teach and have students use the Bubble Map (Thinking Maps ® by David Hyerle - <http://thinkingmaps.com/thinking_maps_common_core.php>) to identify key events from the Columbus – Taino encounter as described from the reading.
3. Have students share their Bubble Maps in either pairs or table groups.
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| USING DIALOG TO DEEPEN UNDERSTANDING | 1. Introduce the 6 L’s of Colonialism - 1) Land, 2) Language, 3) Labor, 4) Life, 5) Liberty, 6) Legacy (see Appendix 2 for an example of a graphic organizer). Using audio/visual media is an effective way to provide examples and have student interact with the 6Ls. Create an anchor chart or have students create their own on the 6Ls (<https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf>).
2. Have students identify, discuss, and present out examples of the 6Ls by rereading *Encounter* and *A Young People’s History*. Model and then have students use a graphic organizer to help structure how students identify examples. See Appendix 2 as an example.
3. Use a Socratic seminar protocol to have students prepare for, engage in, and reflect upon a group (whole class or small group) dialog with the purpose of deepening an understanding of the text, *Encounter*.
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| ENGAGING IN RESEARCH | 1. Assess students’ prior knowledge of Captain Cook’s arrival to Hawai’i using the Circle Map (Thinking Maps ® by David Hyerle - <http://thinkingmaps.com/thinking_maps_common_core.php>).
2. Conduct a mini-lesson on performing internet research, highlighting issues of validity and accuracy. Use some of the internet resources provided on Captain Cook as texts to both model the practice as well as build background knowledge.
3. Have students independently or work in teams to research and take notes on Captain Cook’s journey to Hawai’i by investigating various written and media texts.
4. Have students share and discuss their findings within teams.
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| COMPLETING THE FINAL PERFORMANCE TASK | 1. Return back to *Encounter* to analyze and then explicate the structure of book in order to use it as a model for students to create their own books.
2. Conduct a mini lesson on key writing strategies, including narrative techniques (e.g. dialog, figurative writing, imagery, etc.) for students to focus on in creating their own stories.
3. Have students write a draft of their Hawai’ian Encounter story.
4. After providing feedback and/or peer review on the written portion of their story, teach and have students create a story board.
5. After providing feedback and/or peer review on students’ story boards, provide the materials for and allow students to begin creating their book. There are numerous ideas available to choose from on the internet.
6. After students create their final product, conduct a Book Release party where students get to read their work to an audience(s).
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1. **Student support:**

None provided.

1. **Extensions or variations:**
* Students do read-alouds to 2nd-4th grade students.
* Students hold a mock trial between Captain Cook and the people of Hawai’i.
* Students write an argumentative essay that requires them to take a position around the topic of Colonialism, Exploration, and/or Captain Cook.
1. **Scoring:**

Student work can be scored using the Untold Encounters Task Rubric (Student Work – Narrative). It comes from the Literacy Design Collaborative ([www.ldc.org](http://www.ldc.org)). It is one possible rubric to communicate and evaluate performance expectations for students on their final performance task, the counternarrative. Other variations of rubrics could be the 6+1 Writing Traits or a standardized narrative writing rubric used within your school.