

Conquistadors and Historical Bias Lesson:

The Colors of History

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Unit Overview	
Lesson Plan Title	The Colors of History
Curriculum Framing Questions (Essential Question, Unit Question)	How should we look at history as students with our own biases?
Lesson Summary	Class will start with a short lecture on how historians form history. Students will then be asked "What is history?" As they respond, the "Painting demonstration" will be carried out to show how each historian and student has their own colors of bias that paint different pictures of history.
Subject Area(s)	History/historiography
Grade Level	8
Student Objectives and Learning Outcomes	Students will gain a new perspective on what history is, how to look at it, and how it is created.
Standards and Benchmarks	<p>History, Individuals, Groups, and Institutions</p> <ul style="list-style-type: none"> • explain to learners the various forms institutions take, and explain how they develop and change over time; • assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions; • ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements; • challenge learners to evaluate the role of institutions in furthering both continuity and change; guide

learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;

- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

<p>Procedure</p>	<p>Class will begin with a question: "What is this?" (point to a large picture of Columbus that is filled with holes). Students should respond, "a PICTURE of Columbus. I will then explain the difference between a picture and the person. This will segway in to the roles of historians and students of history. I will describe what primary and secondary sources are, and how they differ and who writes/creates them. I will then apply them to the picture of Columbus, filling some of the holes that are in the picture. I will then explain that historians do the same thing: try to fill the holes in history with sources. I will then have the students use their crayons to color in the holes of their pictures. After a few minutes, I will let them compare pictures and note the differences between them. I will then describe how the color of the crayons represent the biases that each of us have when looking at history, and as a result of these biases, we all have a slightly different interpretation of a specific history. Following this example, I will then begin to paint the big picture of Columbus, explaining that each color I use represents a different view of history that alters our perception of that history. The colors can represent religion, science, myth, speculation, understanding, etc. then I will explain that the history we read out of text books and other sources often looks like our picture- full of holes, truths, opinions, speculations, and biases. The students will then be challenged to look at history in light of its "differing colors" and understand that they are looking at not only fact, but interpretation. The students will be asked to question everything they learn about history.</p>
<p>Approximate Time Needed (Minutes, Days, Hours, etc)</p>	<p>One full 50 minute class period</p>
<p>Prerequisite Skills Needed</p>	<p>none</p>
<p>Materials and Resources Required for Unit</p>	<p>Crayons, paint, a large picture of Columbus, and multiple smaller pictures of Columbus for each student.</p>

Accommodations for Differentiated Instruction

Resource Student	Will follow the students IEP and adjust lesson accordingly
Gifted Student/AP Course Modifications	Challenge students to do a research paper about another conquistador or event in history and report the different sorts on informational biases that they discover.

Assessment

Student Assessment	Classroom involvement
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