

How should we remember Columbus?



“Cristóbal Colón.” *Store Norske Leksikon*, 24 Feb. 2025, snl.no/Crist%C3%B3bal_Col%C3%B3n. Accessed 17 Sept. 2025.

Supporting Questions

1. Who was Columbus?
2. How has Columbus been remembered over time?

Click [here](#) for the slide deck for this inquiry.

All sources and activities are included in it, in addition to being included in this document.

Adapted from an original inquiry on C3teachers.org.

Secondary Inquiry (Adaptable for Grades 6-12)

Click [here](#) for the slide deck for this inquiry.

How should we remember Columbus?

Standards and Content	<p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p> <p>Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.</p> <p>D2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>D2.His.5.6-8: Explain how and why perspectives of people have changed over time.</p> <p>D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.5.9-12: Analyze how historical contexts shaped and continue to shape people's perspectives.</p>
Staging the Compelling Question	<p>Examine two claims made about Christopher Columbus and using prior knowledge discuss the merits of each.</p>

Supporting Question 1
Who was Columbus?
Formative Performance Task
Complete a graphic organizer detailing actions Columbus took and consequences of those actions.
Featured Sources
Source A: "History vs. Christopher Columbus" from Ted-Ed
Source B: Excerpt, Letter to King Ferdinand and Queen Isabella of Spain from Columbus (1493)
Source C: Map showing Columbus' four voyages to the Americas between 1492 and 1502
Source D: Excerpt from Brevísima relación de la destrucción de las Indias (A Short Account of the Destruction of the Indies) by Bartholomé de las Casas (written in 1542 and published 1552) and engraving by Theodor de Bry depicting the account described by Bartholomé de las Casas (1598)

Supporting Question 2
How has Columbus been remembered over time?
Formative Performance Task
Complete a graphic organizer that includes evidence of how Columbus has been remembered over time.
Featured Sources
Source A: <i>Landing of Columbus</i> by John Vanderlyn (1792)
Source B: Compiled History of Columbus Day, author unknown (accessed 2022) and FDR's Fireside Chat (1942)
Source C: <i>In 1492</i> , children's book about Christopher Columbus, by Jean Marzollo (1993)
Source D: Excerpt from James W. Loewen's book, <i>Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong</i> (2014)
Source E: "Celebrating Indigenous Peoples' Day" adapted from Native Knowledge 360° (accessed 2022)
Source F: Proclamation from Corvallis, Oregon replacing Columbus Day with Indigenous Peoples' Day (2015)
Source G: Timeline of Recognition of Indigenous Peoples (created in 2023 by Oakland Schools Social Studies Team)

Summative Performance Task	<p>ARGUMENT: <i>How should we remember Columbus?</i> Construct an argument* (e.g., detailed outline, poster, essay) that makes a claim and uses relevant evidence from sources while acknowledging competing views.</p> <p>*It is recommended that before students write this argument, they engage in a Socratic Seminar of the compelling question first.</p>
Taking Informed Action	<p>UNDERSTAND Read "Gov. Whitmer proclaims October 11 as Indigenous Peoples' Day" (article).</p> <p>ASSESS Consider Michigan's current policy and the historical evidence that you investigated today.</p> <p>ACT Work with your team to design a plan for your school's observation of Columbus Day/Indigenous Peoples' Day.</p>

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.

Overview

Inquiry Description

This inquiry leads students through an investigation of Christopher Columbus's actions and his legacy.

It is important to note that while this inquiry does not require prerequisite knowledge of Columbus, it is helpful if students understand the historical context in which he lived. This inquiry also focuses on historiography, and while an introduction to this is included in the inquiry, you may choose to spend more time on it.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question, students take up two supporting questions:

1. Who was Columbus?
2. How has Columbus been remembered over time?

Staging the Compelling Question

Slides 1-4

In staging the compelling question, students examine two claims made about Christopher Columbus and using prior knowledge, discuss the merits of each.

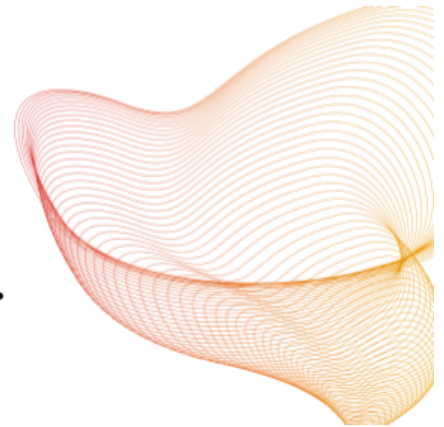


When asked to describe Christopher Columbus, most people generally say two things:

1. Christopher Columbus was a brave explorer who, despite terrible odds, sailed across the Atlantic to discover the New World.
2. Christopher Columbus did not “discover” America and instead enslaved and slaughtered many native people.



Discuss the merits of each with your table team.



Then, they share the highlights of their conversations regarding the merits of each of these statements.

Next, teachers reveal a slide that shows a range of interpretations of Columbus’s merits. The teacher next explains that history is an account of the past, rather than events that happened in the past. They reveal the compelling question and note that thinking like historians can help us to better answer the question.

Supporting Question 1: Who was Columbus?

Slides 5-11

The first supporting question is, “Who was Columbus?”

The formative task is to complete a graphic organizer (below) detailing actions Columbus took and consequences of those actions.

Teachers may implement this task with the following procedures:

- Analyzing all four sources as a full class
- Asking students to analyze the sources individually
- Having students work in teams to analyze the sources
- A combination of these methods

It is recommended that teachers view the first source—the TED Talk—with the whole class and engage in a whole-class discussion to model how to complete the graphic organizer. Then, students can engage in the other three sources with a partner and complete the graphic organizer.

The following sources were selected to provide a range of information about actions Columbus took for which he is famous.

- **Source A:** “History vs. Christopher Columbus” from Ted-Ed
- **Source B:** Excerpt, Letter to King Ferdinand and Queen Isabella of Spain from Columbus (1493)
- **Source C:** Map showing Columbus’ four voyages to the Americas between 1492 and 1502
- **Source D:** Excerpt from *Brevísima relación de la destrucción de las Indias* (A Short Account of the Destruction of the Indies) by Bartholomé de las Casas (written in 1542 and published 1552) and engraving by Theodor de Bry depicting the account described by Bartholomé de las Casas (1598)

Who was Columbus?		
Source	Actions he took...	Consequences of those actions...
A. History vs. Christopher Columbus video. TED-Ed 2014		
B. Columbus reports on his first voyage to the King and Queen of Spain who helped pay for his voyages, (1493)		

Who was Columbus?		
Source	Actions he took...	Consequences of those actions...
C. Map showing Columbus' four voyages to the Americas, 1492-1504		
D. Excerpt from Brevísima relación de la destrucción de las Indias (A Short Account of the Destruction of the Indies) by Bartholomé de las Casas (written in 1542 and published 1552) and engraving by Theodor de Bry depicting the account described by Bartholomé de las Casas (1598)		

Source A: "History vs. Christopher Columbus" from Ted-Ed



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

Source B: Excerpt, Letter to King Ferdinand and Queen Isabella of Spain from Columbus. (1493)

Headnote: In 1492, Columbus went on a five-month voyage and ended up in the Caribbean even though he was attempting to go to Asia. Once he returned to Spain, he wrote this letter to the king and queen of Spain to report about his first voyage, which they helped finance. He was seeking funding for his next voyage.

EXCERPT

I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.

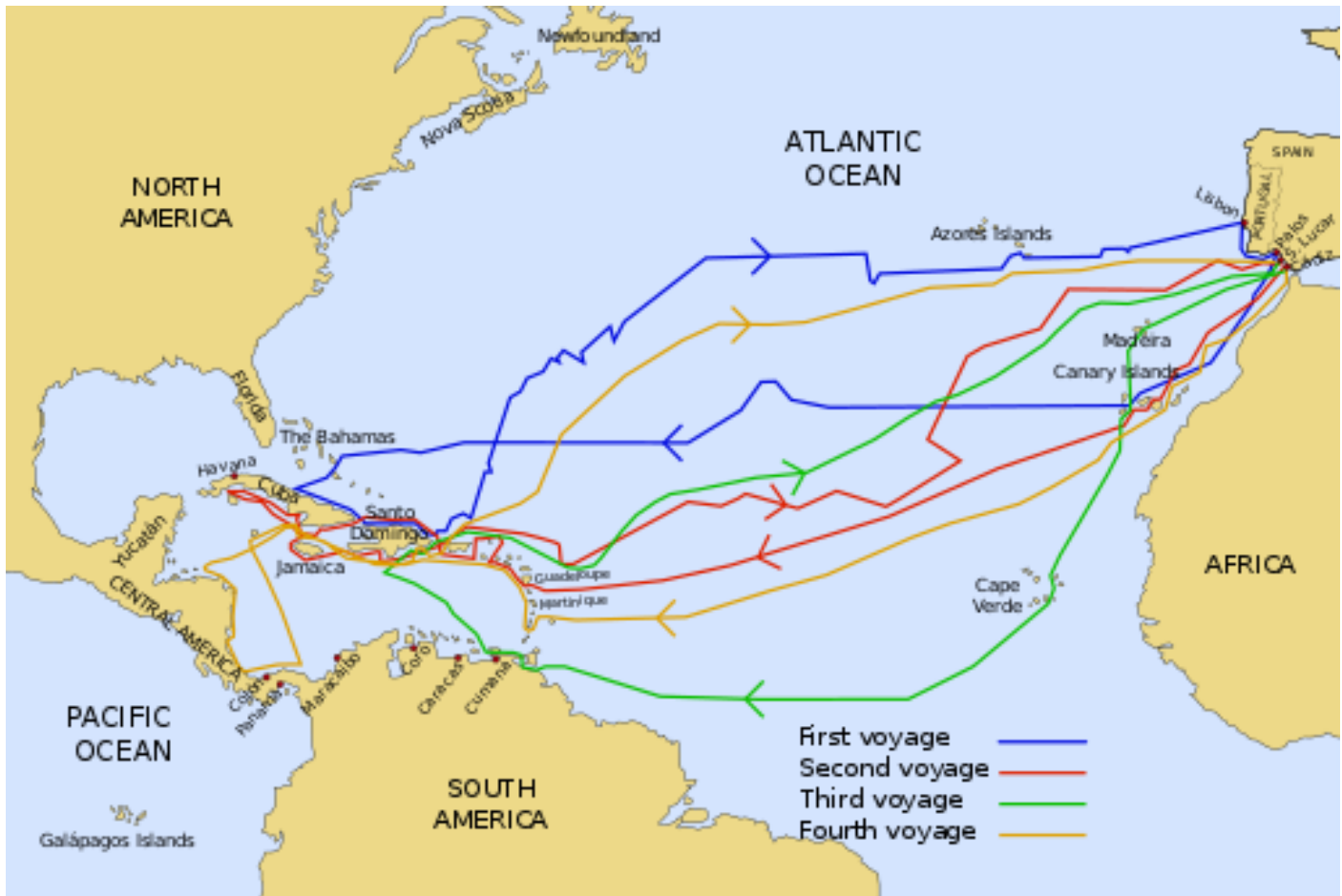
On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. The island called Juana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very lofty mountains. All these island are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees reaching to the stars. . . .

In the island, which I have said before was called *Hispana*, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless one should see them. In it the trees, pasture-lands and fruits differ much from those of Juana. Besides, this *Hispana* abounds in various kinds of species, gold and metals. The inhabitants . . . are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror. . . . But when they see that they are safe, and all fear is banished, they are very guileless and honest, and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary they themselves invite us to ask for it. They manifest the greatest affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all. . . . I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need.

They ... brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned... . They were well-built, with good bodies and handsome features.... They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane... . They would make fine servants.... With fifty men we could subjugate them all and make them do whatever we want.

As soon as I arrived in the Indies, on the first Island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.

Source C: Map showing Columbus' four voyages to the Americas between 1492 and 1502



Source D: Excerpt from *Brevísima relación de la destrucción de las Indias* (A Short Account of the Destruction of the Indies) by Bartholomé de las Casas (written in 1542 and published 1552) and engraving by Theodor de Bry depicting the account described by Bartholomé de las Casas (1598)

Headnote: Bartolomé de Las Casas (born 1474 - died 1566) was a Spanish Dominican friar, missionary, and historian who sailed with Christopher Columbus on his third voyage in 1498. He witnessed the impact of Columbus's actions in Hispaniola and wrote about them in his journal.

Excerpt from Bartolome de Las Casas' report to Prince Philip of Spain

"...the admiral (Columbus), it is true, was as blind as those who came after him, and he was so anxious to please the King that he committed irreparable crimes against the Indians..."

...(the Spaniards) grew more conceited every day and after awhile refused to walk any distance...(They) rode the backs of Indians as they were in a hurry or were carried on hammocks by Indians running in relays...(They) thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades... ..

They (Indians) suffered and died in the mines and other labors in desperate silence, knowing not a soul in the world to whom they could turn for help... ..

(In 1508) there were 60,000 people living on this island (Hispaniola), including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it..."

Source Information: Engraving depicting Bartolomé de Las Casas' account of Columbus's actions in Hispaniola. *Narratio regionum indicarum per Hispanos quosdam devastatarum verissima* by Casas, Bartolomé de las, 1474-1566; Winghe, Jodocus van, 1544-1603; Bry, Johann Theodor de, 1561-1623?; Galler, Hieronymus, fl. 1611-1627



Supporting Question 2: How has Columbus been remembered over time?

Slides 12-18

The second supporting question is, “How has Columbus been remembered over time?”

The formative task is to complete a graphic organizer (below) that includes evidence of how Columbus has been remembered over time.

The teacher begins by briefly explaining what historiography is and by showing a short video.

Teachers may implement this task with the following procedures:

- Analyzing all sources as a full class
- Asking students to analyze the sources individually
- Having students work in teams to analyze the sources
- A combination of these methods

It is recommended that teachers read and listen to the *second* source—the background to Columbus Day and the Fireside Chat—with the whole class and engage in a whole-class discussion to model how to complete the graphic organizer. Then, students can engage in the other sources with a partner or through visiting stations and complete the graphic organizer.

The following sources were selected to provide a range of information about actions Columbus took for which he is famous.

- **Source A:** *Landing of Columbus* by John Vanderlyn (1792)
- **Source B:** Compiled History of Columbus Day, author unknown (accessed 2022) and FDR’s Fireside Chat (1942)
- **Source C:** *In 1492*, children’s book about Christopher Columbus, by Jean Marzollo (1993)
- **Source D:** Excerpt from James W. Loewen’s book, *Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong* (2014)
- **Source E:** “Celebrating Indigenous Peoples’ Day” adapted from Native Knowledge 360° (accessed 2022)
- **Source F:** Proclamation from Corvallis, Oregon replacing Columbus Day with Indigenous Peoples’ Day (2015)
- **Source G:** Timeline of Recognition of Indigenous Peoples (created in 2023 by Oakland Schools Social Studies Team)

How has Columbus been remembered over time?

Source	Evidence of how Columbus has been remembered
Source A: <i>Landing of Columbus</i> by John Vanderlyn (1792)	
Source B: Source B: Compiled History of Columbus Day, author unknown (accessed 2022) and FDR's Fireside Chat (1942)	
Source C: <i>In 1492</i> , children's book about Christopher Columbus, by Jean Marzollo (1993)	
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Source A: *Landing of Columbus* by John Vanderlyn (1792)

Christopher Columbus is depicted landing in the West Indies, on an island that the natives called Guanahani and he named San Salvador, on October 12, 1492. He raises the royal banner, claiming the land for his Spanish patrons, and stands bareheaded, with his hat at his feet, in honor of the sacredness of the event. The captains of the Niña and Pinta follow, carrying the banner of Ferdinand and Isabella. The crew displays a range of emotions, some searching for gold in the sand. Natives watch from behind a tree. John Vanderlyn (1775-1852) had studied with Gilbert Stuart and was the first American painter to be trained in Paris, where he worked on this canvas for ten years with the help of assistants.

Source B: Compiled History of Columbus Day, author unknown (accessed 2022) and FDR's Fireside Chat (1942)

Columbus Day in the United States

- The first Columbus Day celebration took place in 1792, when New York's Columbian Order—better known as **Tammany Hall**—held an event to commemorate the historic landing's 300th anniversary. Taking pride in Columbus' birthplace and faith, Italian and Catholic communities in various parts of the country began organizing annual religious ceremonies and parades in his honor.
- In 1892, President **Benjamin Harrison** issued a proclamation encouraging Americans to mark the 400th anniversary of Columbus' voyage with patriotic festivities, writing, "On that day let the people, so far as possible, cease from toil and devote themselves to such exercises as may best express honor to the discoverer and their appreciation of the great achievements of the four completed centuries of American life."
- In 1937, President **Franklin D. Roosevelt** proclaimed Columbus Day a national holiday, largely as a result of intense lobbying by the Knights of Columbus, an influential Catholic fraternal organization.
- Below is a recording of FDR proclaiming Columbus Day a national holiday in one of his fireside chats:



FDR Fireside Chat - Columbus Day, 1942

Excerpt: https://www.youtube.com/watch?v=nrX_gOvIS4k

Original: <http://millercenter.org/the-presidency/presidential-speeches/october-12-1942-fireside-chat-23-home-front>

https://www.youtube.com/watch?v=nrX_gOvIS4k

or click the image above.

Source C: *In 1492*, children's book about Christopher Columbus, by Jean Marzollo (1993)

IN 1492

In fourteen hundred ninety-two
Columbus sailed the ocean blue.

He had three ships and left from Spain;
He sailed through sunshine, wind and rain.

He sailed by night; he sailed by day;
He used the stars to find his way.

A compass also helped him know
How to find the way to go.

Ninety sailors were on board;
Some men worked while others snored.

Then the workers went to sleep;
And others watched the ocean deep.

Day after day they looked for land;
They dreamed of trees and rocks and sand.

October 12 their dream came true,
You never saw a happier crew!

"Indians! Indians!" Columbus cried;
His heart was filled with joyful pride.

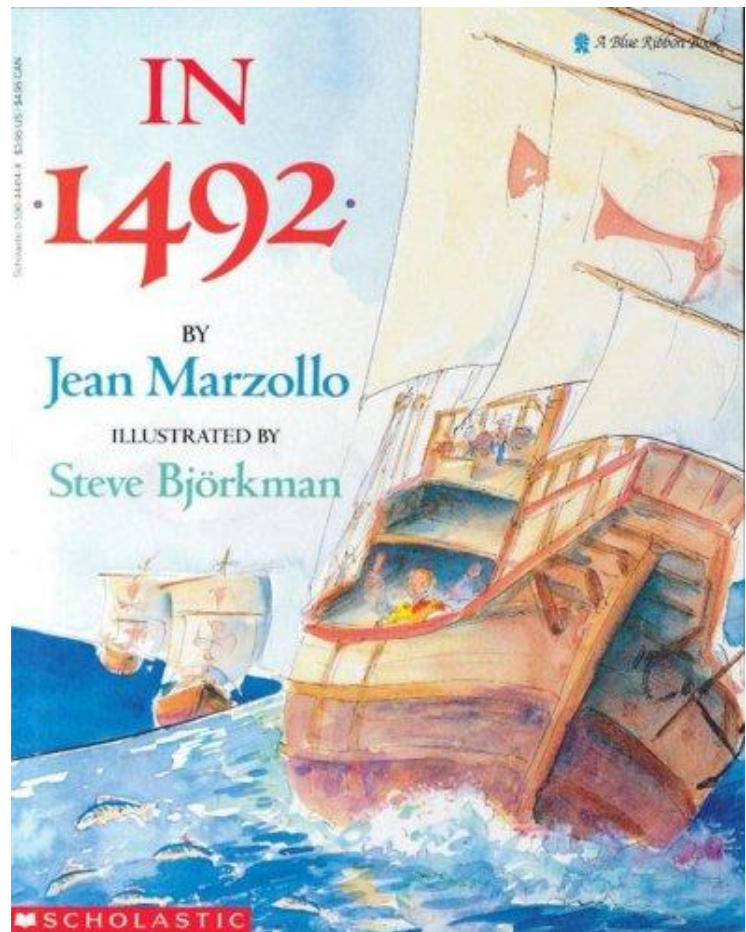
But "India" the land was not;
It was the Bahamas, and it was hot.

The Arakawa natives were very nice;
They gave the sailors food and spice.

Columbus sailed on to find some gold
To bring back home, as he'd been told.

He made the trip again and again,
Trading gold to bring to Spain.

The first American? No, not quite.
But Columbus was brave, and he was bright.



Source D: Excerpt from James W. Loewen's book, *Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong* (2014)

Somebody Was Already Living Here

Every textbook tells us that people lived in the Americas before Christopher Columbus landed. However, when authors swing into what they see as their main story—the settlement of the Americas by Europeans—Native Americans pretty much drop out of some books. The omissions begin with their presentations of Columbus. American Indians play bit parts in the Columbus story. The 2005 edition of *A History of the United States*, by Daniel Boorstin, former Librarian of Congress, and Brooks Mather Kelley, former chief archivist at Yale University, devotes almost two thousand words to the story of Columbus's four voyages to America. This is the longest account in any of the 22 books I surveyed. Yet in this account, Native Americans get only five words: "The natives called it Guanahani, and Columbus named it San Salvador."

Boorstin and Kelley do go on to allot their next two pages of text, one page of photos, and a map to American Indians. This small section of 1,250 words tries to cover 40,000 years and more than 400 societies, from Peru to the Arctic, in less space than Columbus gets!

Several books do much better. Five books devote their first chapter to Native Americans. *The American Adventure* gives three chapters—40 pages—to "The Earliest Immigrants." Nine books, including five of the six newest, also supply interesting information on Native Americans in the twentieth century. They show that the issues that Columbus raised are not yet settled.

Source E: “Celebrating Indigenous Peoples’ Day” adapted from Native Knowledge 360° (accessed 2022)

NATIVE KNOWLEDGE 360° Education Initiative | TEACHER MATERIALS



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of the
AMERICAN
INDIAN

Smithsonian

UNLEARNING COLUMBUS DAY MYTHS

Celebrating Indigenous Peoples’ Day

Many students learn the phrase, "In 1492, Columbus sailed the ocean blue". But Columbus was not the first foreign explorer to land in the Americas. Neither he nor those that came before him discovered America—because Indigenous Peoples have populated the Western Hemisphere for tens of thousands of years. European contact resulted in devastating loss of life, disruption of tradition, and enormous loss of lands for Indigenous Peoples in the Americas. It is estimated that in the 130 years following first contact, Native America lost 95 percent of its population.

Indigenous Peoples of the Western Hemisphere immediately experienced enslavement and theft of resources by the explorers turned settlers. Colonies created by the Portuguese, Spanish, French, Dutch, and English grew throughout the Americas and increasingly **encroached** upon Native lives and lands. Warfare, enslavement, and forced **relocation** disrupted and changed the lives of Indigenous Peoples in the Americas. Celebrating Columbus and other explorers like him sets aside the devastating losses experienced by Indigenous Peoples of the Western Hemisphere in the past and the ongoing effects of colonialism today.



Indigenous Peoples are still here. Contemporary Native Americans have led many movements to **advocate** for their own rights. Native people continue to fight to maintain the **integrity** of Indigenous societies and their ability to survive. American Indian history is one of cultural persistence, creative adaptation, renewal, and **resilience**. Native Peoples, students, and allies are responsible for official celebrations of Indigenous Peoples' Day in such states as Maine, Oregon, Louisiana, New Mexico, Iowa, and Washington, DC. Indigenous Peoples' Day is celebrated on the second Monday of October and recognizes the resilience and diversity of Indigenous Peoples in the United States.

We promote including Indigenous perspectives, like those of the Taíno Peoples, to provide a more complete narrative when teaching about Columbus. We encourage students to advocate for Indigenous Peoples' Day as a replacement for Columbus Day in their school, city, state, and beyond.

Source F: Proclamation from Corvallis, Oregon replacing Columbus Day with Indigenous Peoples' Day (2015)

PROCLAMATIONS: CORVALLIS, OR

PROCLAMATION INDIGENOUS PEOPLES' DAY

WHEREAS, Christopher Columbus, a man who is known to have "discovered" the Americas, came upon land that was already inhabited by Indigenous Peoples; and

WHEREAS, Columbus' voyage to the Americas opened the door to crimes, including but not limited to the introduction of transatlantic slavery and genocidal acts against Indigenous People; and

WHEREAS, The Indigenous People were promised security and protection though were forcibly relocated and their land seized to allow for European settlements; and

WHEREAS, The City of Corvallis and current day Benton County was historically inhabited by the Kalapuya people; and

WHEREAS, The City of Corvallis recognizes and acknowledges the significant contributions made in our community by Indigenous People and commits to ensure greater access and opportunity for continued contribution; and

WHEREAS, The City of Corvallis has the opportunity and means to cultivate a community that honors and respects the diverse history of our community; and

WHEREAS, The State of Oregon does not formally recognize Columbus Day; and

WHEREAS, The idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

WHEREAS, This day should be recognized for the original inhabitants of the Americas - Indigenous People; and

NOW, THEREFORE, I, Biff Traber, Mayor of Corvallis, Oregon, do hereby proclaim Monday, October 12, 2015 as Indigenous Peoples' Day in the City and strongly encourage community members, schools, businesses, public and private organizations, and other community partners to join communities across America in recognizing and promoting the wellbeing and understanding of the contributions of our Indigenous communities.

Source: Proclamation Indigenous Peoples Day, City of Corvallis, Office of the Mayor,

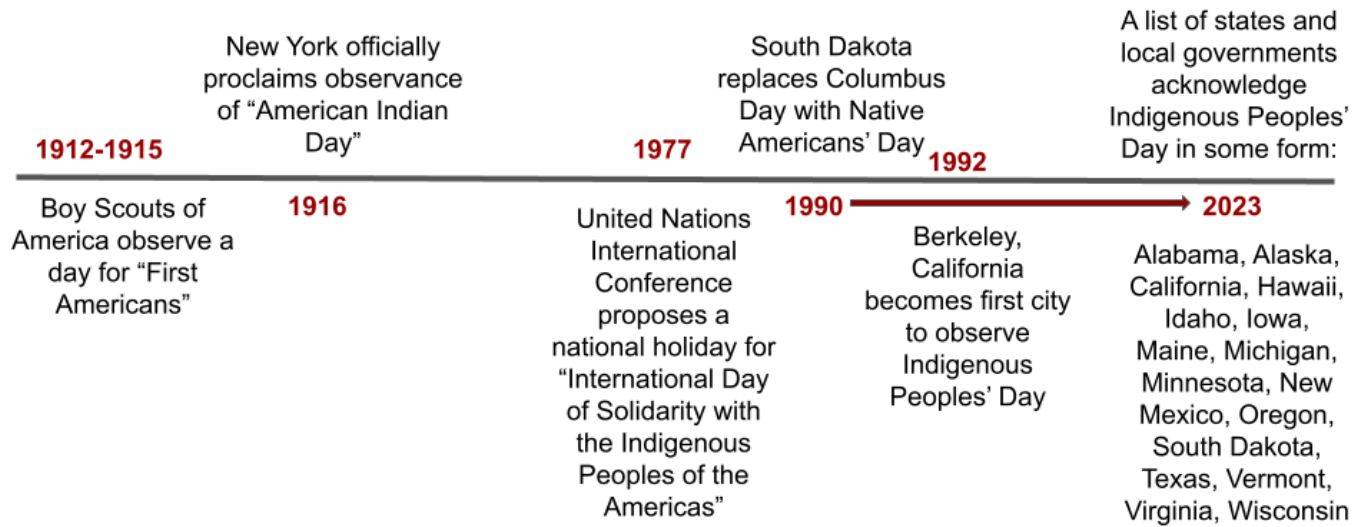
<http://archives.corvallisoregon.gov/public/0/edoc/690047/B.%20Indigenous%20Peoples%20Day.pdf>

Source G: Timeline of Recognition of Indigenous Peoples

Source G: Timeline of Recognition of Indigenous Peoples

How has Columbus been remembered over time?

Timeline of Recognition of Indigenous Peoples



*Note: Increments between dates are not equal amounts of time.

Click above to access the Google Slide of this timeline.

Summative Performance Task

Slides 19-26

At this point in the inquiry, students have examined multiple sources and built answers to the two supporting questions.

It is recommended that at this point, you have students take part in a Socratic Seminar to discuss the compelling question. The slides included in the slide deck allow you to introduce this discussion format to your students, as well as to decide on the format you will use. You can have students engage in small discussion circles and then a whole-group discussion or move right to a whole-group discussion.

After the discussion, students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will write an argument in response to the compelling question.

To support students in their writing, use the graphic organizer provided below, which is adapted from Read.Inquire.Write.

Planning Graphic Organizer

Guidelines: You are writing an argument with a counterargument. It should have a *Claim*, *Evidence* to support the claim, and *Reasoning* about how the evidence supports the claim. It should also include a *Counterclaim* that might challenge your claim or your evidence, *Counterevidence* to support that claim, and a *Critique of the Counterargument*. Take brief notes to plan your writing below.

Claim

What is your response to the central question? Why? Include 2 reasons for your claim.
"We should remember Columbus..."

Reason for your Claim #1

What is one reason for your claim?
"One reason why we should remember Columbus this way is because..."

Evidence #1

What details, quotations, or information from the sources support your claim?
"For example, [SOURCE] reports that..." OR "According to [SOURCE]..."

Reasoning #1

Explain how the evidence supports your claim AND why your evidence is reliable.
"This tells me..." OR "This shows that..."
 THEN
"This is a reliable source because..." OR "We can trust this source because..."

Reason for your Claim #2

What is one reason for your claim?

*“Another reason why we should remember Columbus this way is because...”***Evidence #2**

What details, quotations, or information from the sources support your claim?

*“For example, [SOURCE] reports that...” OR “According to [SOURCE]...”***Reasoning #2**

Explain how the evidence supports your claim AND why your evidence is reliable.

“This tells me...” OR “This shows that...”

THEN

“This is a reliable source because...” OR “We can trust this source because...”

Counterclaim

Imagine someone else is looking at this question, these sources, and your argument: What is a different response to the central question or an argument against your response to the central question?

“Some people might say...” OR “Not everyone agrees. Some might argue that...”

Counterevidence

What information or quotations from the sources support the counterclaim?

“For example, [SOURCE] shows that...” OR “They would use [SOURCE] to point out that...”

Your Critique of the Counterargument

What is a problem with the other person’s claim, evidence, or reasoning?

Why is your claim or evidence stronger?

“I think their evidence is not convincing because...” OR “This is not a strong argument because...”

Taking Informed Action

Slide 27

Students have the opportunity to Take Informed Action by ...

1. reading the article about Michigan (included below).
2. considering Michigan's current policy and the historical evidence that you investigated today.
3. working with their team to design a plan for your school's observation of Columbus Day/Indigenous Peoples' Day.

“Gov. Whitmer proclaims October 11 as Indigenous Peoples’ Day”

Whitmer has appointed 39 Native Americans to judgeships, councils, boards, and commissions.

By Krystle Holleman

Published: Oct. 11, 2021 at 6:33 AM EDT

<https://www.wilx.com/2021/10/11/gov-whitmer-proclaims-october-11-indigenous-peoples-day/>

LANSING, Mich. (WILX) - Gov. Gretchen Whitmer is celebrating Michigan’s Indigenous population by proclaiming October 11 as Indigenous Peoples’ Day. The proclamation is aimed at uplifting the country’s Indigenous roots and recognize the history and contributions of Indigenous peoples.

“Today is a day of remembrance, reflection, and celebration of the Indigenous peoples, including those who call Michigan home,” said Gov. Whitmer. “The success of tribal communities is inextricably linked to Michigan’s success, and we must ensure that they have an empowered voice and seat at the table. I am proud to proclaim October 11th as Indigenous Peoples’ Day and celebrate the thriving cultures and values that our tribal communities contribute to our state.”

October 11 is widely known as Columbus Day. However, Michigan is one of fourteen states and the District of Columbia along with more than 130 cities observe Indigenous Peoples Day instead of or in addition to Columbus Day. The thirteen other states are Alabama, Alaska, Hawaii, Idaho, Maine, Michigan, Minnesota, New Mexico, North Carolina, Oklahoma, Oregon, South Dakota, Vermont, and Wisconsin.

Last month, Gov. Whitmer and Lt. Governor Gilchrist hosted a summit with Michigan’s tribal leaders to address the issues important to their communities and ensure they have an empowered seat at the table.

“The proclamation for Indigenous Peoples’ Day is a significant step forward in acknowledging the myriad contributions of the first peoples of the Great Lakes region to the culture and economy of Michigan,” said Tribal Chairman Jamie Stuck of the Nottawaseppi Huron Band of Potawatomi. “Our contributions include Indigenous traditional crops such as corn and beans that remain today a major part of Michigan’s agricultural economy. There have also been considerable hardships and challenges to be endured, all while maintaining our culture, history, and traditional way of life. This proclamation is a beginning to overcome the struggles of the past and to work together for a better-shared future.”

The conception of Indigenous Peoples Day began in 1977 at an international conference on discrimination sponsored by the United Nations. In 1989, South Dakota was the first state to recognize the day.

While some argue that Columbus Day is intended to celebrate Italian American heritage, many contend the holiday glorifies the exploration of Christopher Columbus that led to a genocide of native people.

In Gov. Whitmer's first year in office, she signed Executive Directive 2019-17 which reaffirms and extends Michigan's commitment to recognizing the sovereignty and right of self-governance of Michigan's federally recognized Indian tribes and orders each state department and agency to adhere to these principles. It's also the first executive directive in Michigan history to require training on tribal-state relations for all state department employees who work on matters that have direct implications for tribes.

The executive directive details a process of tribal consultation designed to ensure meaningful and mutually beneficial communication and collaboration between these tribes and the departments and agencies on matters of shared concern.

Gov. Whitmer has appointed 39 Native Americans to judgeships, councils, boards, and commissions. Recently, one of those appointees, Bryan Newland, was sworn in as Assistant Secretary of the Interior for Indian Affairs, where he will serve Native communities nationwide alongside Secretary Haaland.

View the full proclamation [HERE](#).