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ABSTRACT

This annotated bibliography features materials concerning Christopher Columbus and the legacy of his expeditions to the New World. The following categories of materials are included: (1) adult books about Columbus; (2) articles about Columbus; (3) ERIC documents about Columbus; (4) children's books about Columbus; (5) children's magazines about Columbus; (6) jackdraws, discovery kits, resource packages, and films and videos about Columbus; and (7) films and videos about Columbus. (DB)

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CLASSROOM MATERIALS
FOR THE COLUMBIAN QUINCENTENARY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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CLASSROOM MATERIALS FOR THE COLUMBIAN QUINCENTENARY

Columbus could hardly have chosen a less important scrap of land for his portentous landfall. Yet in this insignificant place, worlds met with momentous consequences, igniting one of human destiny's most profound changes. As we mark 500 years since his arrival on these shores, we are only now discovering the innumerable connections between the world of Columbus' time and the world in which we now live.

The following select bibliography contains a variety of resources about Columbus which can provide a fresh perspective on the complex and continuous consequences of his voyages to the New World.

ADULT BOOKS ABOUT COLUMBUS

Crosby, A. W. 1986. Ecological imperialism: The biological expansion of Europe, 900-1900. Cambridge: Cambridge University Press.

Dunn, O. and J. E. Kelley, Jr. transcribed and translated. 1988. The diario of Christopher Columbus' first voyages to America, 1492-1493. Norman, OK: University of Oklahoma Press. The surviving record of Columbus' voyage is a transcription made by Bartolome de las Casas in the 1530's. This edition presents the Los Casas manuscript in both Spanish and English with notes and a concordance. It is one of the most important pieces of Columbus scholarship to appear in a long time.

Fuson, R. H. translator. 1987. The log of Christopher Columbus. Camden, ME: International Marine Publishing Company.

Fuson sets Columbus' log in the framework of 15th century navigation and geography. Readers will find the supplementary material about suggested landfalls, medieval ships and navigation and Columbus' mysterious personal history fascinating.

Granzotto, G. 1985. Christopher Columbus. Garden City, New York: Doubleday and Company, Inc.

Italian historian Granzotto gives an interesting psychological probing of the obsessive personality of Columbus. This is a well written and engaging book.

Koning, H. 1976. Columbus: His enterprise. New York: Monthly Review Press.

Koning focuses on the fate of the Indians at the hands of Columbus and his men. It is an unflattering picture.

Morison, S. E. 1942. Admiral of the ocean sea: A life of Christopher Columbus. Boston: Little, Brown, and Company.

Samuel Morison is recognized as an authority on Columbus. He has authored numerous books on the subject and was Professor Emeritus of History at Harvard. The Admiral of the ocean sea is his first book about Columbus. He discusses in great detail Columbus' first forty years. He has a readable and engaging writing style. A paperback edition of the book has been printed by Northeastern, 1983. His other books include: Christopher Columbus, Mariner reprinted by Signet in 1984 and The European discovery of America: The Southern Voyages 1492-1616. In the latter volume he writes about Columbus, Magellan, Loaysa, Ponce de Leon, Cabot, Cortez, Drake, Cavendish, and others. These are extensive works, but readers will find them informative.

Provost, F. 1991. Columbus: An annotated guide to the scholarship on his life and writings, 1750-1988. Detroit, Michigan: Omnigraphics, Inc.

The author is a leading Columbus scholar and editor of 1992, the Columbus newsletter. The annotated bibliography provides easy access to works dealing with Columbus' family, early life, religious beliefs, navigational expertise, leadership qualities, treatment of Native Americans and contacts with the ruling figures in Italy, Portugal and Spain. This is a compact history of Columbus scholarship from 1750 through 1988. The book is appropriate for serious students and researchers.

Sale, K. 1990. The conquest of paradise: Christopher Columbus and the Columbian legacy. New York: Alfred A. Knopf.

Sale stresses the explorer's legacy of environmental destructiveness and his lack of imagination.

ARTICLES ABOUT COLUMBUS

Garcia Arevalo, M. A. 1989. Discovery? . . . Encounter?: The true revival of the New World. Five Hundred Magazine. 1(2): 47-50.

The author discusses how Columbus' discovery began an enriching process of encounter, transculturation, syncretism and the intermixing of races in a manner so special that it characterizes the reality of what is today Ibero-America. For Europe, the encounter and subsequent exploitation of the

resources of America marked, among other things, the commencement of the Modern Age. Readers will find the historical and cultural consequence of the Twelfth of October far reaching.

Judge, J. and J. L. Stanfield. 1986. The island of landfall. National Geographic. 170(5): 566-605.

This issue contains several fascinating articles which will serve as excellent background for the Quincentennial. "The Island of Landfall" details National Geographic's search for the true sight of Columbus' landfall. No record survives of where Columbus actually first set foot in the New World. With a new translation of Columbus' diary and with the use of a computer, Geographic's team resailed Columbus' route. They uncovered evidence of aboriginal occupation at each place specified in the log. They now believe they have identified the exact location of Columbus' landfall. In addition, the magazine contains an article by Eugene Lyon which examines a 15th century manuscript which describes in detail Columbus' favorite ship, the Nina. This investigation reveals the Nina had four masts, not two or three as previously believed. Her bow also included a bowsprit, and she was among the most advanced ships of her day.

Lord, L. and S. Burke. 1991. America Before Columbus. U. S. News and World Report. 111 (2): 22-37.

This special report by U. S. News highlights America's first inhabitants and their developed civilizations. One of the most interesting aspects of the article is the 6 page color pullout which illustrates the exchange of peoples, plants, animals and diseases that transformed both the old and the new worlds. The easy-to-read graphics will help pupils understand the magnitude of the exchange.

Sanoff, A. P. 1990. The myths of Columbus. U. S. News and World Report. 109(4): 74.

This article is a conversation with Kirkpatrick Sale author of The conquest of paradise: Christopher Columbus and the Columbian legacy published by Alfred A. Knopf. Sale suggests that Columbus was unstable, rootless, avaricious, and deceptive. These personal traits notwithstanding, Columbus made it possible for Europe to gain the wealth and power that led to its preponderant influence over the rest of the world. In addition, he brought to the New World the attitude that man should dominate and this attitude Sale believes has been imposed on the entire globe.

In a second article entitled, "What Columbus discovered" published in The Nation, 251(13): 444-446, Sale further develops his theory that everything of importance in the

succeeding 500 years after the discovery stems from that momentous event: the rise of Europe, the triumph of capitalism, the creation of the nation-state, the dominance of science, the establishment of a global monoculture, the genocide of the indigenes, the slavery of people of color, the colonization of the world, the destruction of primal environments, the eradication and abuse of species and the impending catastrophe of ecocide for the planet.

Scotfield, J. 1975. Christopher Columbus and the New World he found. National Geographic. 148(5): 584-625.

This article provides interesting background for discussion of Columbus' four voyages to the New World. Small maps are included for each voyage. Supplemental maps in this issue highlight the political world and the physical world at the time of this issue (1975). An interesting insert in the journal is a reproduction of the world as perceived by the geographer's of Columbus' time. This map was made by Juan de la Casa, a shipmate of Columbus on the second voyage. The article chronicles Columbus' triumphant reception after his first voyage and his subsequent fall from grace as voyage after voyage ended in tragedy. Though scorned and ignored within a decade of his death, Columbus' discovery created ripples of expansion and exploration that launched ship loads of adventurers including Cortes, Pizarro, and Balboa.

Stone, E. T. 1975. Columbus and genocide. American Heritage. 26(6): 4-7, 76-79.

The author proposes Columbus acted in virtual defiance of the mandate that his royal patrons gave him. He established slavery in the New World. For his own profit and to meet the expenses of the colony, he found no other means than to sell its inhabitants suggests Stone. As a result, the peaceful Arawak Indians perished. They left only a single word as a monument. The Spaniards took from them the word "hammock" and gave it to all languages of Western Europe.

Taviani, P. E. 1989. Columbus the man: Modern psychology on a medieval basis. Five Hundred Magazine. 1(2): 28-32, 64.

Readers will find this a fascinating article which examines Columbus' personality and actions. The author suggests that Columbus' continuous and obsessive search for gold and riches had to him a precise purpose: to set up a crusade in order to recover the Holy Land and unit it, bringing the world back to unity. The author believes the stronger Columbus' "faith" was, the weaker his "charity." He was neither a great nor a small saint. However, he was always a tenacious defender of the faith. The article presents a balanced picture of the strengths and weaknesses of the discoverer.

ERIC DOCUMENTS ABOUT COLUMBUS

Backler, A. L. and others. 1989. Teaching about the voyages of Columbus: A turning point in world history. Bloomington: Indiana Council for the Social Studies. ED 316 463.

Developed with grant money from the National Endowment for the Humanities and the Indiana Humanities Council, this 64 page document provides six valuable lesson plans for middle-school and high-school teachers about Columbus and his voyages. Lessons are designed to complement textbook treatment of Columbus. The first two lessons, "Columbus the man and the myth" and "Columbus and the known world: How much did he really know?," provide pupils with insight into Columbus as a person and remove the commonly-held view that everyone in 1492 believed the world was flat. "Who discovered America?" uses cooperative learning techniques to discuss other explorers who preceded Columbus. The lesson discusses why his voyage received the most notoriety. "A mystery in history" examines the current debate about the actual site where Columbus first saw land. "Columbus and the New World: Through European eyes" examines the persistence of ethnocentrism when two different cultures are brought together. The last lesson focuses on the ecological impact for North America of the link between the Old and New Worlds that began with Columbus' voyages. Lessons have objectives, instructional procedures, readings, maps, useful references, and excerpts from Columbus' log. All materials can be duplicated for classroom use. Lessons have been prepared by Alan Backler, David Beal, Evelyn Holt, and C. Frederick Risinger.

Crosby, A. W. (1989). Columbus and ecological imperialism. Paper presented at the Annual Meeting of the Indiana Council for the Social Studies. April 6, 1989 Muncie, Indiana ED 310 973.

When Columbus crossed the Atlantic in 1492 he opened a period of extensive exchange between the Old and New Worlds. The author suggests that Columbus' greatest impact on the New World has been his biological impact. For millions of years the biotas of the Old and New Worlds developed independently, divergently. Crosby believes the explorers, colonists, indentured servants, and slaves brought with them a portable collection of lifeforms that intentionally or unintentionally crowded out native flora. Domesticated horses, cattle, pigs, goats, sheep, asses, chickens, cats and more were brought from the Old World. In addition, old world pathogens became the Native Americans' worse enemy. Diseases such as measles, chicken pox, smallpox, influenza, yellow fever, diphtheria,

typhoid fever, malaria, whooping cough, scarlet fever, and anemic dysentery spread in epidemic proportions to decimate the population. The author discusses why these imported biotas were so successful. This paper provides a fresh perspective on an often overlooked aspect of the Columbian legacy.

Crosby, A. W. 1987 The Columbian voyages, the Columbian exchange, and their historians: Essays on global and comparative history. American Historical Association, Washington, D. C. ED 303 417. (May be ordered for \$3.50 plus \$1.00 shipping from the American Historical Association.

This booklet examines the historical interpretation of Columbus' voyages from two perspectives: the bardic interpretation and the analytic interpretation. The writer believes the bardic or traditional interpretation is deceptive because it takes a selective view of history. It reinforces Euro-American ethnocentrism. The analytic interpretation takes a more scientific, less romantic view of the voyages, the motives of the explorers, and the consequences of their voyages. Crosby suggests the latter view draws from many disciplines such as geology, climatology, biology, and epidemiology. The Columbian influence of the Old and New Worlds is assessed from an intellectual, economic, nutritional, and demographic perspective. Finally, the Columbian exchange is reviewed in terms of its effects on world populations and ethnic composition.

Crosby, A. W. and H. Nader. 1989. The voyages of Columbus: A turning point in world history. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, Indiana, ED 312 213.

The booklet contains an introduction by John Patrick with suggestions on how to teach about the voyages of Columbus. Good teaching about the Columbian exchange should include an emphasis on an analysis of the biological and cultural consequence of 1492 as well as concern for accurate portrayals of Columbus and other important persons in the events of that pivotal year.

In the second part of the book, Crosby provides an ecological perspective on the conditions and consequences of the Columbian exchange. He discusses how plants, pathogens, and animals moved from one hemisphere to the other and changed natural environments and cultures. Part three of the monograph by Helen Nader notes that it is necessary to have accurate information about Columbus and his deeds in order to understand the Columbian voyages. This requires reliable documents, but in the past, the editions and translations of

the pertinent documents have not been trustworthy. Nader uses her own translations of the Book of Royal Privileges to provide a reinterpretation of the history of Columbus and his accomplishments. The appendix contains an abbreviated version of two important documents from the Book of Royal Privileges, as well as, a timetable of events in the life of Columbus, his family tree, and a map of the first voyage of Columbus. The monograph may be purchased for \$6.00 plus \$1.00 for shipping and handling. Contact: The Publication Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408. (812) 855-3838.

CHILDREN'S BOOKS ABOUT COLUMBUS

Anderson, J. 1991. Christopher Columbus: From Vision to Voyage. New York: Dial.

Unlike most books about Columbus, which deal only with his voyages, this one charts the inner journey that led to Columbus' first sailing. The book contains photographs of Spanish actors and actresses, dressed in period costumes, to bring history to life in this picture book. Appropriate for students in the intermediate grades. The book will be released in October.

Barden, R. 1989. The discovery of America: Great Mysteries Opposing Viewpoints Series. San Diego: Greenhaven Press, Inc.

This non-fiction book provides additional information about Columbus and his voyages as well as examining others who explored the Americas. The book examines fact and fiction and is appropriate for intermediate and middle school students.

Fritz, J. 1980. Where do you think you are going, Christopher Columbus. New York: G. P. Putnam's Sons.

Written in a humorous style, Fritz uses detailed background information to create a lively history inhabited by realistic people. Fritz is recognized for her attention to historical accuracy. This is an appropriate book for the intermediate grades. The end notes provide additional factual information about Columbus and his voyages.

Levinson, N. S. 1990. Christopher Columbus: Voyager to the unknown. New York: Lodestar.

This is a detailed description of Columbus' four voyages in an attractive format. The book highlights the relationships Columbus and his men established with the Indians. The book

emphasizes the many perspectives from which a historian can consider Columbus' story. The volume contains a list of crew members, letters of authorization, and a chronology of events. The book is appropriate for upper elementary and middle school students.

Martin, S. 1991. I sailed with Columbus. Boston: The Overlook Press.

This is a true-to-life adventure of a 14 year-old-boy who sailed on Columbus' first voyage. The historical events underlying this story have been researched and documented from Columbus' own letters and journals. The book is appropriate for students in the intermediate grades and older. It is scheduled for release in October, 1991.

Marx, R. F. 1964. Following Columbus: The voyages of the Nina II. Cleveland: The World Publishing Company.

This is the story of an authentic replica of the smallest of Columbus' caravels, the Nina, as it set sail on September 19, 1962 for the New World from Spain. The crew of nine men determined to go exactly as Columbus had, to find out how mariners of Columbus' time lived on board their sailing ships. The ship was authentic in design and the crew ate the same kinds of food and navigated with fifteenth-century instruments. Buffeted by storms, plagued by foul water and food, they arrived on Christmas night in San Salvador. The book was written for young people and is based on the log kept by the ship's navigator. Photos throughout.

Meltzer, M. 1990. Columbus and the world around him. New York: Franklin Watts.

Departing from the familiar legend of Columbus as heroic explorer, Meltzer draws upon Columbus' journal and other contemporary records to provide a fresh portrait of the man and his exploits that are both fascinating and disturbing. Meltzer illustrates how the European culture shaped Columbus' thinking and his desire for wealth and power. The book provides insight into how America came to be what it is today.

Roop, P. and C. Roop. eds. 1990. I Columbus: My Journal--1492-93. New York: Walker and Company.

This book retells the story of Columbus' first voyage to the New World by using excerpts from Columbus' journal. It contains interesting primary source material which illustrates navigational choices, contemporary politics, concerns aboard ship, and encounters with Native Americans. The attractive illustrations make this book suitable for upper elementary children.

Ventura, P. 1978. Christopher Columbus. New York: Random House.

This highly illustrated book provides a setting for a biography of Christopher Columbus. Based on a text by Gian Paolo Ceserani, it is a pictorial account of Columbus' version of his adventures. Detailed drawings depict the city of Genoa, the fleet sailing from Palos, the interior of the Santa Maria, typical clothing worn by each crew member, the Bahamas as they looked in 1492, an Indian village on the coast of Cuba, the plants discovered in the New World, and the fort built by Columbus' crew.

Weil, L. 1983. I, Christopher Columbus. New York: Atheneum.

Appropriate for younger children, this book is a short biography of Christopher Columbus' boyhood in Italy. It records his four voyages to the Indies and chronicles his life to the end.

CHILDREN'S MAGAZINES ABOUT COLUMBUS

Cobblestone: The History Magazine for Young People. 1984.
Who came to America before Columbus? 5(10).

This issue explores who came to America before Columbus. It includes an interesting article about the origin of the Indians, their way of life, and contributions. Additional articles examine whether the Vikings, the Phoenicians, the Irish, the Welch, and the Chinese also made explorations to America before Columbus. A final article by Dr. Barry Fell suggests that ancient rock inscriptions and artifacts reveal that there were many others who came before Columbus.

WATCH FOR THESE IN 1992:

Cobblestone: The History Magazine for Young People. 1992.
Christopher Columbus in the Americas. 13(1).

This issue will focus on Columbus' experiences in the Americas and the repercussions of his arrival.

Calliope: World History for Young People. 1992. Great Explorers of the West. 2(3).

This issue will include information about Pytheas, Columbus, Magellan, Balboa, Baffin, Cabot, Frobisher--Northwest Passage and Hercules--Strait of Gibraltar.

Faces: The Magazine About People. 1992.

This issue will relate to the Columbian quincentary also.

JACKDAWS, DISCOVERY KITS, RESOURCE PACKAGES AND FILMS AND
VIDEOS ABOUT COLUMBUS

First American Encounters: Columbus and the age of explorers
is a special quincentenary, 1492-1992, jackdaw style
portfolio of primary source documents compiled by geographer,
Louis DeVorsey from materials in the Library of Congress.

The material is designed to show the significance of
Columbus' voyages to America and the meeting of European and
Native American cultures. Columbus and the explorers who
followed him encountered the native people in several ways.
These encounters are classified into three distinct groups:
contact, collision and relationship. The documents in the
portfolio illustrate how each of these encounters colored and
still affects the development of modern America.

To order request: Columbus: First encounters R-L2. The
packet contains primary source documents and notes,
broadsheets, and a reading list. \$23.95.

Jackdaw Publications
Division of Golden Owl Publishing
P.O. Box A03
Amawalk, New York 10501

Discovery of America Quincentennial Kits

This materials is prepared by the Children's Book Council.
The kit includes a Discovery Display Kit, a Columbus mobile,
and a New World bookmark set for \$70. Items may be purchased
separately.

Artist Giulio Maestro and Betsy Maestro have created a colorful
24" x 31" wall chart. The kit also includes a brief listing
of books about Columbus. Roxie Munro has designed a full-color
Columbus mobile with three scenes: Columbus' appeal to Queen
Isabella, his three ships, and the explorer's arrival in the New
World. Finally, poets Nancy Willard and Arnold Adoff have
written two poems in observance of the quincentennial on
illustrated bookmarks. Each set includes 100 bookmarks.

A color brochure illustrating each item is available.
Send a self-addressed, business-size envelope to: Children's
Book Council, P.O. Box 706, New York, NY 10276-0706.

To order the Discovery Kit write or call:
The Children's Book Council
350 Scotland Road
Orange, NJ 07050
(800) 999-2160

Quincentenary Jubilee Commission Packet

The Commission has a valuable packet of information for teachers. It contains a computerized Calendar of Programs and Events throughout the United States commemorating the quincentennial. Additional highlights of the material include information about Quincentenary Minutes or 60 second TV spots to appear in 1992 on the life, times, and accomplishments of Columbus, a Columbus Brochure to be developed as an educational tool for use in public and private schools throughout the U. S., an Essay Contest for elementary students, and a Columbus Scholars program for secondary students. Many of these projects are in the developmental stage, but as 1992 approaches, they may offer learning opportunities and awards for students. The packet also contains official quincentenary projects, and a list of city, county, and state quincentenary commissions and contact persons.

To obtain this free material write:

The Christopher Columbus Quincentenary Jubilee Commission
1801 F Street, N. W.
Washington, D. C. 20006
(202) 632-1992

FILMS AND VIDEOS ABOUT COLUMBUS

Christopher Columbus: Admiral of the ocean sea presents Columbus as he is viewed today by scholars from this country as well as Europe and South America. The 30 minute videotape was selected for National Instructional Television Satellite Schedule. Study material is included. Cost is \$75 per tape. In addition, a series of 6 videos provide indepth coverage about Columbus. These appear in a 15 minute format for \$59 each or a 30 minute format for \$95 each. Teacher's guide provided. Appropriate for students in the middle grades through college.

Contact:

Omnigraphics, Inc.
Penobscot Building
Detroit, Michigan 48226
(800) 234-1340

Columbus and the age of discovery is being developed by WGBH-TV in Boston about Columbus, his voyage and his world. The documentary series of seven hour-long programs was produced on location in Europe, Africa, Asia, and the Americas. It will chart the currents of cultural and intellectual thought in the 15th century and trace the profound legacies of the European discovery of America.

Contact: Mr. Zvi Dor-Ner, (617) 492-2777 ext. 4370

Christopher Columbus: The voyage of discovery is produced by North American Films, Inc. This 35 minute TV film documents the life history of Columbus prior to and during the times of his voyages to the New World. Produced for students in the sixth grade and older, it is available to schools and Public Television within the United States.

Contact: Richard Krown (818) 340-1328

CONCLUSION

Few men in the course of history have had such a long-lasting effect on the history of the world as Christopher Columbus. As we celebrate the 500th anniversary of Columbus' historic voyage to the New World, we have the opportunity to provide our students with accurate information and up-to-date interpretations of the conditions and consequences of the Columbian enterprise.