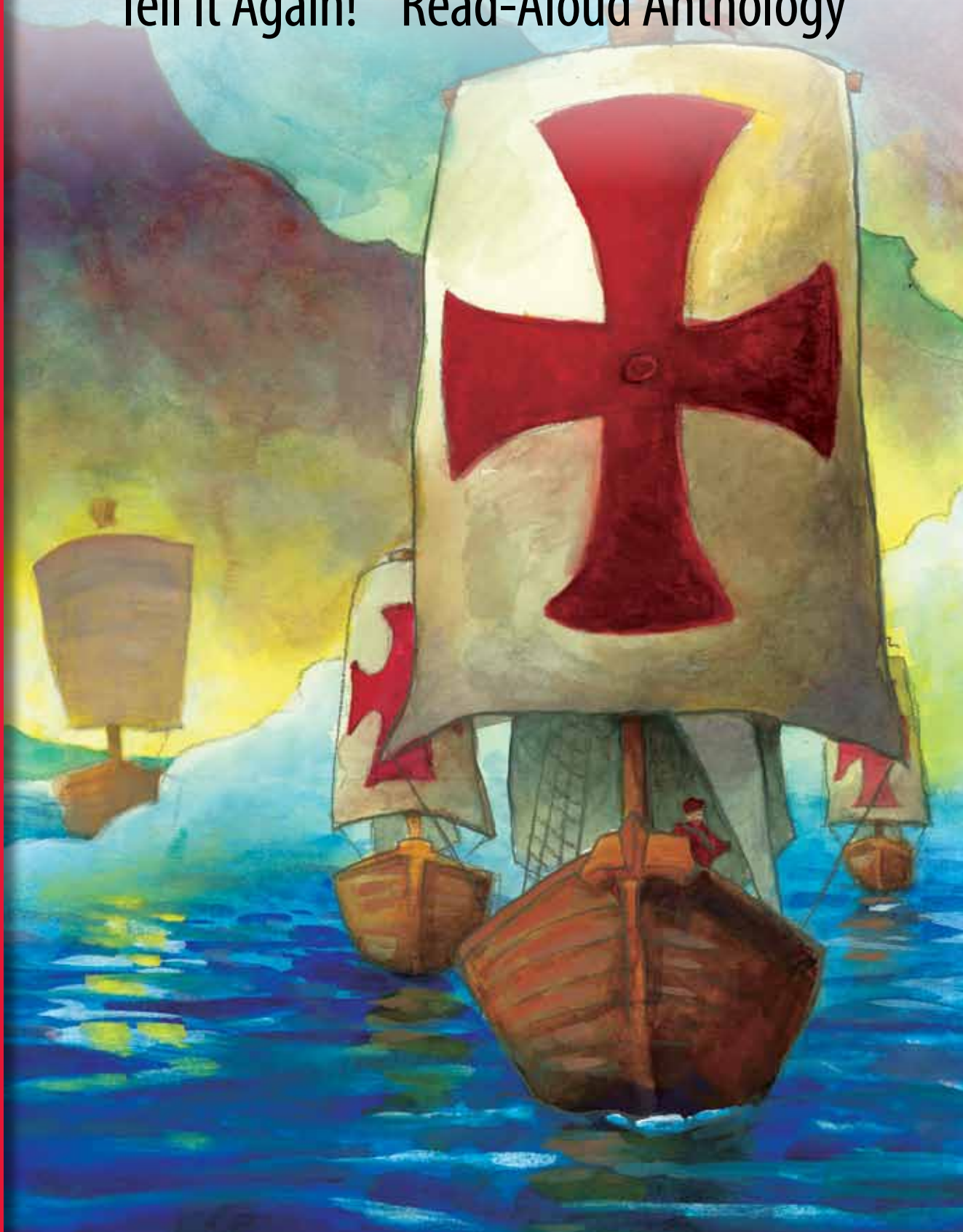




Columbus and the Pilgrims

Tell It Again!™ Read-Aloud Anthology





Columbus and the Pilgrims

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Table of Contents

Columbus and the Pilgrims

Tell It Again!™ Read-Aloud Anthology

| | |
|---|-----|
| Alignment Chart for <i>Columbus and the Pilgrims</i> | v |
| Introduction to <i>Columbus and the Pilgrims</i> | 1 |
| Lesson 1: The Spice Seekers | 9 |
| Lesson 2: Ferdinand and Isabella | 22 |
| Lesson 3: 1492 | 32 |
| Lesson 4: Not the Indies. | 46 |
| Lesson 5: Further Adventures of Christopher Columbus | 58 |
| Pausing Point | 70 |
| Lesson 6: Colonies in Native American Lands | 74 |
| Lesson 7: The Voyage of the <i>Mayflower</i> | 84 |
| Lesson 8: The Wampanoag. | 94 |
| Lesson 9: Thanksgiving | 103 |
| Domain Review | 112 |
| Domain Assessment | 115 |
| Culminating Activities | 118 |
| Appendix | 123 |

Alignment Chart for Columbus and the Pilgrims

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.









Alignment Chart for Columbus and the Pilgrims

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Core Content Objectives | | | | | | | | | |
| Identify the continents of Europe, Africa, Asia, North America, and South America | ✓ | ✓ | | ✓ | | ✓ | ✓ | | |
| Explain why Europeans wanted to travel to Asia | ✓ | | | | | | | | |
| Identify King Ferdinand and Queen Isabella of Spain | | ✓ | | ✓ | | | | | |
| Recall that 1492 was the year of Columbus's first voyage to America | | | ✓ | | ✓ | | | | |
| Recall the names of Columbus's three ships: <i>Niña</i> , <i>Pinta</i> , and <i>Santa María</i> | | | ✓ | ✓ | | | | | |
| Explain that Columbus's journey was very long and difficult | | | ✓ | | | | | | |
| Explain why Columbus called the land where he landed the <i>Indies</i> and the inhabitants <i>Indians</i> | | | | ✓ | | | | | |
| Describe why we remember Columbus on Columbus Day | | | | | ✓ | | | | |
| Explain why Europeans eventually thought Columbus had discovered a New World | | | | | ✓ | | | | |
| Explain that native people were already living on the continent where Columbus's ships landed | | | | ✓ | ✓ | | | | |
| Identify the reasons the Pilgrims left England | | | | | | ✓ | | | |
| Describe the Pilgrims' voyage on the <i>Mayflower</i> | | | | | | | ✓ | | |
| Explain the significance of Plymouth Rock | | | | | | | | ✓ | |
| Describe the Pilgrims' first interaction with the Wampanoag | | | | | | | | ✓ | |
| Describe the Pilgrims' first year in America | | | | | | | | | ✓ |
| Describe the first Thanksgiving Day celebration | | | | | | | | | ✓ |


**Alignment Chart for
Columbus and the Pilgrims**

Lesson

| Columbus and the Pilgrims | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|--|---|---|---|--|---|---|---|---|---|
| Reading Standards for Informational Text: Kindergarten | | | | | | | | | | |
| Key Ideas and Details | | | | | | | | | | |
| STD RI.K.1 | | With prompting and support, ask and answer questions about key details in a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud |  | | | | | | | | |
| | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships |  | | | | | | | | |
| STD RI.K.2 | | With prompting and support, identify the main topic and retell key details of a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud | | | | | | | |  | |
| STD RI.K.3 | | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud |  | |  |  | |  | | | |
| Craft and Structure | | | | | | | | | | |
| STD RI.K.4 | | With prompting and support, ask and answer questions about unknown words in a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions |  | | | | | | | | |











**Alignment Chart for
Columbus and the Pilgrims**

Lesson

| Alignment Chart for Columbus and the Pilgrims | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|---|---|
| Integration of Knowledge and Ideas | | | | | | | | | | |
| STD RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ |
| STD RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a text. | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud | | | | | ✓ | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | | |
| STD RI.K.10 | Actively engage in group reading activities with purpose and understanding. | | | | | | | | | |
| CKLA Goal(s) | Actively engage in nonfiction/informational read-alouds |  | | | | | | | | |
| Writing Standards: Kindergarten | | | | | | | | | | |
| Text Types and Purposes | | | | | | | | | | |
| STD W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | | | | | | | |
| CKLA Goal(s) | Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details | | ✓ | ✓ | | ✓ | | ✓ | | |
| Production and Distribution of Writing | | | | | | | | | | |
| STD W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | | | |
| CKLA Goal(s) | With assistance, categorize and organize facts and information within a given domain to answer questions | ✓ | | | | | ✓ | | | |










**Alignment Chart for
Columbus and the Pilgrims**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|--|---|---|---|---|---|---|---|---|---|
| Speaking and Listening Standards: Kindergarten | | | | | | | | | | |
| Comprehension and Collaboration | | | | | | | | | | |
| STD SL.K.1 | Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups | | | | | | | | | |
| STD SL.K.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | | | | | | | |
| CKLA Goal(s) | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. | | | | |  | | | | |
| STD SL.K.1b | Continue a conversation through multiple exchanges. | | | | | | | | | |
| CKLA Goal(s) | Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age | | | | |  | | | | |
| STD SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | | | | | | | | | |
| CKLA Goal(s) | Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud | | | | |  | | | | |
| STD SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | | | | | | | |
| CKLA Goal(s) | Ask questions to clarify directions, exercises, and/or classroom routines | | |  | | | | | | |
| Presentation of Knowledge and Ideas | | | | | | | | | | |
| STD SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | | | | | | | |
| CKLA Goal(s) | Add drawings or other visual displays to descriptions as desired to provide additional detail | |  |  | |  |  |  | | |
| STD SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | | | | | |
| CKLA Goal(s) | Speak audibly and express thoughts, feelings, and ideas clearly | | | | |  | | | | |


















**Alignment Chart for
Columbus and the Pilgrims**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|--|---|---|---|---|---|
| Language Standards: Kindergarten | | | | | | | | | | |
| Conventions of Standard English | | | | | | | | | | |
| STD L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | | | |
| STD L.K.1b | Use frequently occurring nouns and verbs. | | | | | | | | | |
| CKLA Goal(s) | Use frequently occurring nouns and verbs in oral language | | | | |  | | | | |
| STD L.K.1d | Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>). | | | | | | | | | |
| CKLA Goal(s) | Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i> | | | | | | |  | | |
| STD L.K.1f | Produce and expand complete sentences in shared language. | | | | | | | | | |
| CKLA Goal(s) | Answer questions orally in complete sentences | | | | |  | | | | |
| | Produce and expand complete sentences in shared language | | | | |  | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | | |
| STD L.K.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | | | | | | | | | |
| STD L.K.4a | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). | | | | | | | | | |
| CKLA Goal(s) | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>) | | | |  | | | |  | |
| STD L.K.5b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | | | | | | | |
| CKLA Goal(s) | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) | |  | | | | | |  | |
| STD L.K.5c | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | | | | | | | | | |
| CKLA Goal(s) | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>) | | | | |  | | | | |

Alignment Chart for Columbus and the Pilgrims

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------------|--|---|---|---|---|--|---|---|--|---|
| STD L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | | | | | | | | |
| CKLA Goal(s) | Use words and phrases acquired through conversations, being read to, and responding to texts | | | | |  | | | | |
| Additional CKLA Goals | | | | | | | | | | |
| | Listen to and understand a variety of texts, including informational text | | | | |  | | | | |
| | Retell important facts and information from a read-aloud |  | | | | | | | |  |
| | Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events |  |  | | | |  | | | |
| | Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud | |  |  |  |  |  |  |  |  |
| | Make predictions prior to and during a read-aloud based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions | | | | |  | | |  | |



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Columbus and the Pilgrims

This introduction includes the necessary background information to be used in teaching the *Columbus and the Pilgrims* domain. The *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5 at the end of the section on Columbus. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

| Week One | | | | | |
|--|---|---|---|---------------------------------|---|
| Day 1 | # | Day 2 | # | Day 3 | # |
| Lesson 1A: "The Spice Seekers" (35 min.) | | Lesson 2A: "Ferdinand and Isabella" (35 min.) | | Lesson 3A: "1492" (35 min.) | |
| Lesson 1B: Extensions (15 min.) | | Lesson 2B: Extensions (15 min.) | | Lesson 3B: Extensions (15 min.) | |
| 50 min. | | 50 min. | | 50 min. | |

| Week Two | | | | | |
|-------------------------|---|--|---|--|---|
| Day 6 | ⑩ | Day 7 | # | Day 8 | # |
| Pausing Point (50 min.) | | Lesson 6A: "Colonies in Native American Lands" (35 min.) | | Lesson 7A: "The Voyage of the <i>Mayflower</i> " (35 min.) | |
| | | Lesson 6B: Extensions (15 min.) | | Lesson 7B: Extensions (15 min.) | |
| 50 min. | | 50 min. | | 50 min. | |

| Week Three | | |
|-------------------------|-----------------------------|----------------------------------|
| Day 11 | Day 12 | Day 13 |
| Domain Review (50 min.) | Domain Assessment (50 min.) | Culminating Activities (50 min.) |
| 50 min. | 50 min. | 50 min. |

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk or Tell It Again! Flip Book for Columbus and the Pilgrims*
- *Tell It Again! Image Cards for Columbus and the Pilgrims*
- *Tell It Again! Supplemental Guide for Columbus and the Pilgrims*
- *Tell It Again! Multiple Meaning Word Posters for Columbus and the Pilgrims*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517694

Why Columbus and the Pilgrims Are Important

This domain will introduce students to two important topics in the history of the United States: the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The progression of American history moves naturally from the land and its first inhabitants to Columbus and the Pilgrims, so it is recommended that the *Native Americans* domain be taught prior to *Columbus and the Pilgrims*.

The read-alouds stress the similarities between the voyages of Columbus and the Pilgrims (how small the ships were, how long the journey was, and how they both led to interactions between Europeans and Native Americans). In addition, the read-alouds emphasize the motives that prompted both Columbus's and the Pilgrims' voyages. (gold and spices for Columbus; freedom for the Pilgrims) Though these similarities between Columbus and the Pilgrims are stressed, be sure to make explicit that they are two quite separate chapters in American history and that Columbus and the Pilgrims were never together. This domain also reinforces basic geography concepts, including the locations of the different continents as well as cardinal directions.

The topics of *Columbus and the Pilgrims*, including Thanksgiving, are important because they touch on fundamental issues of the nation’s founding—how Europeans learned about the Western Hemisphere, how the nation was settled by Europeans with a strong Christian faith, and why the colonies struggled with their dependency on Great Britain. Along with these basic ideas, students will examine why it was not correct to call the people that Columbus met *Indians*, or to call the land he reached *India*, and why the New World was new only to Europeans.

Throughout this domain, students will be learning core content information through the pedagogical technique of song lyrics. These lyrics will be sung to familiar, child-friendly tunes such as “If You’re Happy and You Know It” and “I’m a Little Teapot.” These songs are not intended to in any way diminish the seriousness of the topics being taught. Rather, they are intended to facilitate students’ ability to learn key core concepts.

Core Vocabulary for Columbus and the Pilgrims

The following list contains all of the core vocabulary words in *Columbus and the Pilgrims* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure to these words, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

| | | |
|-------------------|---------------------|--------------------|
| Lesson 1 | Lesson 4 | Lesson 7 |
| journey | courage | cargo |
| ships | discovered | destination |
| spices | explore | glory |
| travelers | island | overboard |
| treasures | native | passenger |
| Lesson 2 | Lesson 5 | Lesson 8 |
| adventures | ashamed | chief |
| convince | empire | fascinated |
| fleet | governor | legend |
| navigators | historians | survival |
| victorious | Lesson 6 | tribe |
| Lesson 3 | colonies | Lesson 9 |
| cabin | disappointed | celebration |
| crews | explorers | crops |
| expedition | religion | harvest |
| rulers | refused | store |
| shore | | wisdom |

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Columbus and the Pilgrims

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Children of the Morning Light: Wampanoag Tales as Told By Manitonquat*, by Manitonquat and illustrated by Mary F. Arquette (Simon & Schuster Children's Publishing, 1994) ISBN 978-0027659054
2. *Christopher Columbus*, by Mary Dodson Wade (Children's Press, 2003) ISBN 0516277693
3. *Encounter*, by Jane Yolen and illustrated by David Shannon (Sandpiper, 1996) ISBN 978-0152013899
4. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050026
5. *Follow the Dream: The Story of Christopher Columbus*, by Peter Sis (Knopf, 2003) ISBN 0679806288
6. *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp and illustrated by Edwin Printup, Jr. (Lee and Low Books, 1997) ISBN 1880000547
7. *Giving Thanks: The 1621 Harvest Feast*, by Kate Waters and photographed by Russ Kendall (Scholastic, 2001) ISBN 0439243955
8. *The Golden Flower: A Taino Myth from Puerto Rico*, by Nina Jaffe and illustrated by Enrique O. Sanchez (Piñata Books, 2005) ISBN 978-1558854529

9. *If You Sailed on the Mayflower in 1620*, by Ann McGovern and illustrated by Anna DeVito (Scholastic, 1993) ISBN 0590451618
10. *In 1492*, by Jean Marzollo and illustrated by Steve Bjorkman (Scholastic, 1991) ISBN 0590444131
11. *Me on the Map*, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1998) ISBN 0517885573
12. *On the Mayflower*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1999) ISBN 0439099412
13. *People of the Breaking Day*, by Marcia Sewall (Aladdin, 1997) ISBN 978-0689816840
14. *A Picture Book of Christopher Columbus*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1992) ISBN 082340949X
15. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 0792266757
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern and illustrated by Elroy Freem (Scholastic Inc., 1993) ISBN 0590461885
17. *The Pilgrims' Thanksgiving from A to Z*, by Laura Crawford and illustrated by Judith Hierstein (Pelican Publishing Company, Inc., 2005) ISBN 1589802381
18. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590480537
19. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1993) ISBN 0590474006
20. *The Seven Continents*, by Wil Mara (Children's Press, 2005) ISBN 0516225340
21. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac and illustrated by Greg Shed (Sandpiper, 2007) ISBN 0152060448 [You will probably want to share this trade book in two sittings.]

22. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590202375
23. *Un Libro Ilustrado Sobre Cristobal Colon/Picture Book of Christopher Columbus (Spanish Edition)*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, Spanish Edition, 1992) ISBN 978-0823409907

Websites and Other Resources

Student Resources

1. **Columbus Quiz**
<http://www.bbc.co.uk/schools/famouspeople/standard/columbus/game/index.shtml#focus>
2. **Continents Game**
http://www.softschools.com/social_studies/continents/map.jsp
3. **Thanksgiving Slideshow**
<http://www.scholastic.com/scholastic%5Fthanksgiving/feast/slideshow.htm>
4. **Thanksgiving Word Search**
<http://puzzles.about.com/od/wordsearches/l/blthanks.htm>

Teacher Resources

1. **Christopher Columbus Video**
<http://video.nationalgeographic.com/video/kids/history-kids/christopher-columbus-kids>
2. **King Ferdinand, Queen Isabella, and Christopher Columbus**
<http://www.indepthinfo.com/columbus-christopher/ferdinand-and-isabella.htm>



The Spice Seekers

1

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of Europe, Africa, and Asia
- ✓ Explain why Europeans wanted to travel to Asia

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the desire of Europeans for spices and their travel to Asia (RI.K.3)
- ✓ With prompting and support, describe an illustration of an Asian market and use pictures accompanying “The Spice Seekers” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With assistance, categorize and organize facts and information from “The Spice Seekers” to answer questions about the connection between the desire of Europeans for spices and the search for alternate routes to Asia (W.K.8)
- ✓ Retell important facts and information from “The Spice Seekers”
- ✓ Distinguish “The Spice Seekers” as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events

Core Vocabulary

journey, n. A long trip or voyage from one place to another

Example: I once took a journey across the ocean.

Variation(s): journeys

ships, n. Large boats that sail on the sea

Example: All the ships sailed across the ocean.

Variation(s): ship

spices, n. Plant products used to flavor foods and drinks

Example: Cinnamon and nutmeg are spices used in pumpkin pie.

Variation(s): spice

travelers, n. People who go to places that are far from where they live


Example: I saw a lot of travelers at the airport today.

Variation(s): traveler

treasures, n. Valuable things, such as money or jewels, that are often stored or saved

Example: The pirates were looking for hidden treasures.

Variation(s): treasure

| At a Glance | Exercise | Materials | Minutes |
|--|--|---|---------|
| Introducing the Read-Aloud | Domain Introduction | world map | 10 |
| | Where Are We? | | |
| | Essential Background Information or Terms | world map; spices such as cinnamon, nutmeg, or pepper | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Spice Seekers | | 10 |
| Discussing the Read-Aloud | Comprehension Questions | world map | 10 |
| | Word Work: Journey | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Somebody Wanted But So Then | chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.] | 15 |
| Take-Home Material | Family Letter | Instructional Masters 1B-1, 1B-2 | * |



The Spice Seekers

1A

Introducing the Read-Aloud

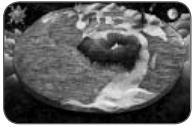
10 minutes

Domain Introduction

Ask students, “Has anyone ever taken a trip to a place far away from home? Where did you go? How did you get there?” Tell students that the read-alouds they will be hearing over the next couple of weeks are about people who took trips to faraway places. Tell them that these people lived a long, long time ago, and that travel was very different then. Ask students if they can guess how travel might have been different hundreds of years ago. Explain that long ago there were no airplanes, trains, buses, or cars. Instead, people walked, rode on the backs of animals, or traveled on ships or boats.

Ask students how people know how to get from one place to another. Do they just guess that the grocery store is down the road and to the left? Explain that maps are a great help to people when they travel. People use maps as guides to get from one place to another.

Introduce students to a world map. Say, “There are many different kinds of maps. This one is called a world map because it shows you the whole world, or the whole earth. The large blue areas represent water (oceans), and the other colored areas represent land (continents).” Tell them that the people they will learn about in the next few read-alouds needed world maps because they were traveling from one continent to another. They were taking very long trips a long time ago.



Where Are We?

◀ Show image 1A-1: Map of the world in 1492

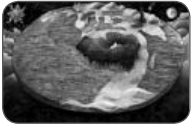
Show students what a map of the world would have looked like over five hundred years ago, back in 1492. Ask them how they think it looks different from the classroom map of the world you have today. Explain that five hundred years ago, new continents and oceans were still being discovered. Show them the continent of Europe, and tell them that the people who lived on that continent are called Europeans. Point out Italy on the map, and then ask them what it looks like. (a boot) Tell them that today's read-aloud takes place on the continent of Europe in the country of Italy. On the classroom map, locate Asia and the countries on the islands between China and Australia, such as Indonesia and Malaysia. Explain to students that this area of Asia used to be called the Indies.

Tell students that at the time the events in today's read-aloud took place, some Europeans traveled to faraway Asia, to the Indies. As you point to Europe and the Indies, ask, "How do you think they got from Europe to this part of Asia?" Explain to students that sailing on a body of water was much easier than going over land, because there were no cars, trains, or buses to take them over land. People who traveled over land had to walk or ride on the backs of animals. Because of this, Europeans wanted a route to Asia that involved mostly traveling on water. Point to the Mediterranean Sea on the map while you explain that the water route Europeans took to Asia meant they had to walk part of the way and go through a city called Constantinople.

Essential Background Information or Terms

If possible, bring some spices to class. Pass them around, allowing students to smell them. Ask students to identify the smells. They may use individual names, like *cinnamon*, *nutmeg*, and *pepper*. Explain that these strong-smelling powders are called spices. Ask students if they know how spices are used. Tell students that spices are used in many different ways: to flavor food, to preserve meats (or to protect meats from going bad), to make perfumes, and as traditional medicines. Tell them that spices like these come from plants.

Note: Be sure to follow your school’s policy regarding food distribution and allergies.



◀ **Show image 1A-1: Map of the world in 1492**

As you point to the map, explain that these plants grow on the continent of Asia, but not on the continent of Europe. Explain that spices were very expensive to buy in Europe because they came from so far away. Remind students that travel to the Indies was difficult because people didn’t have airplanes, trains, and cars back then. Tell students that spices were one of the main reasons that Europeans wanted to travel to the Indies in Asia.

Purpose for Listening



◀ **Show image 1A-2: Sofia and Giovanni**

Tell students that today’s read-aloud takes place in Italy over five hundred years ago. The first image for today’s read-aloud is of a young Italian boy named Giovanni and his cousin Sofia. Giovanni is planning to take a long journey, or trip, to buy spices (like the ones the students have just smelled). Tell students to listen carefully to find out whether or not Giovanni goes on the trip.



- 1 The Indies are a part of the continent of Asia.

The Spice Seekers

◀ Show image 1A-2: Sofia and Giovanni

“Sofia! Sofia!” Giovanni (*GEE-O-VAHN-ee*) called out excitedly. “Last night, Father told me that he and Uncle Gino are going to take me with them to the Indies!”¹



- 2 As he tells his cousin Sofia about his plans, Giovanni imagines himself making the journey on a mule.
- 3 Can you think of a spice that makes your food taste better? What else can we use spices for?

◀ Show image 1A-3: Caravan through the desert²

“We are going to buy delicious, good-smelling **spices** to make our food taste better.”³ We’ll even get some spices to use in perfume to make people smell good. And in the Indies they have bright, beautiful cloth for making clothes much finer than ours. Father says that if we can bring these things home, we can sell them for a lot of money and be rich! We might even find gold there and be even richer!”



- 4 A journey is a very long trip
- 5 [Point to the bandits in the picture.]
- 6 Travelers are people who go to places far away from where they live.
- 7 What is Sofia imagining will happen on Giovanni’s journey?

◀ Show image 1A-4: Bandits in waiting

Sofia looked horrified. “But Giovanni, everyone knows that is a long, dangerous **journey**.”⁴ Sometimes it takes years to get to the Indies and back, if you make it home at all. You must walk or ride on the backs of mules and horses. Bandits⁵ hide out in mountain passes, waiting to ambush **travelers** and steal their money.⁶ If you get past the bandits, you still have to cross wide, dry deserts. If you run out of water there, you will die of thirst, and . . .”⁷



- 8 Here the word *trip* means a journey or travel. The word *trip* also means to miss a step and fall.

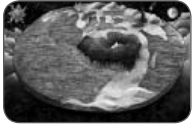
◀ Show image 1A-5: Two children talking

“Stop, Sofia!” said Giovanni, holding up his hand. “Uncle Gino knows people who have made the trip, so don’t worry so much.”⁸ They’ve told him all about it. We’ll make it—you’ll see—and I will bring you back some beautiful cloth so you can make a dress to wear.” Sofia was not convinced, but Giovanni seemed sure that he was right.



← **Show image 1A-6: Land route closed**

Just a few days later, however, Giovanni sadly told his cousin, “We cannot go after all. In order to get to the Indies, we must pass through the great city of Constantinople. Father has just learned that the people of Constantinople have decided not to let Europeans travel through their city anymore. They are blocking our passage.”



← **Show image 1A-7: Map of the world in 1492⁹**

9 [Point out a path from Italy through the city of Constantinople—shown by the marker—and then to the Indies in Asia.] If the road is blocked in Constantinople, Giovanni and his people can’t get to the Indies by land. Why do you think the people of Constantinople would block the passage to the Indies?

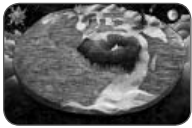
Giovanni sadly continued, “The people of Constantinople don’t want us to go and get our own gold, spices, and other things. They want to send their own people east to buy these valuable items, and then sell them to us for a much higher price.”¹⁰ Giovanni was upset, but Sofia was secretly glad he would not try to make the dangerous journey.

10 for a lot more money



← **Show image 1A-8: Asian spices**

Giovanni and his family were not the only disappointed people. All over Europe, people wanted things they could get only from Asia, the lands to the east. Some of these people were kings and queens. They thought, “We are rich and powerful. We could be even richer if we could buy Asian spices and sell them for higher prices in other parts of Europe, just as the people of Constantinople want to do with us. But how can we do this? We have people we could send, and money enough to pay for their trip, but now the road is closed to them.”



← Show image 1A-9: Map of the world in 1492¹¹

11 [Point to Europe and then Asia.]
Can you think of any other way that people from Italy might be able to travel to the spice lands other than by land—walking or riding on the backs of animals? We said that they didn't have airplanes, trains, or buses back then, but what did they have?

12 or large boats

13 Treasures are valuable things, or things that are worth a lot of money or are important to someone.

14 [Trace the path on the map as you read the following text.]

15 Do you really think there will be sea monsters?

16 Do you think the sailors will be able to reach Asia by ship?

European kings and queens had a new thought. “Maybe we could send **ships**¹² sailing to the Indies. Our sailors could fill the ships with wonderful **treasures**, such as gold, cloth, and spices, then sail them back home.¹³ But how can our ships reach the Indies?¹⁴

“They would have to sail south in the great Atlantic Ocean, far from the lands we know well, and into waters that are new to us. They would have to go all the way down the edge of Africa, around the bottom, and then sail up the other side to get to the Indies.

“No one has ever done that. We don't even know how big Africa is, or if the ocean goes all the way around it to the Indies. Maybe there are huge, hungry, sea monsters waiting to attack our ships and eat the sailors who fall into the water!¹⁵ Maybe there are strangers who would not want our sailors to travel near their countries and might try to stop them. Hmm . . . sailing to the Indies may be even harder than going by land. We had better ask the smartest people we know what they think before we decide what to do.”

So the kings and queens began looking for people who could help them. They needed to find excellent sailors and brave explorers ready for adventure.¹⁶

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* Do Giovanni and Sophia live in today's time? (no) How can you tell? (The read-aloud said it was long ago; the only way to go to the Indies was by walking or riding a mule back then.)
2. *Literal* In what country do Giovanni and Sophia live? (Italy) Tell me the name of the continent on which Italy is located. (Europe) [Ask for a student volunteer to locate Europe on a world map.]
3. *Literal* To where did Giovanni plan to travel? (the Indies) Between which two countries are the Indies located? (China and Australia) [Ask for a student volunteer to locate the Indies on a world map.]
4. *Inferential* How did Europeans travel to Asia in those days? (sailed part of the way and then walked across land, usually on the backs of animals) [Show the path on a map.] What was the journey like? (dangerous, long, difficult)
5. *Inferential* Was Giovanni able to go on the journey overland from Italy to the Indies? (no) Why or why not? (The people in the city of Constantinople blocked the road so that Europeans could no longer travel overland to Asia.)
6. *Inferential* What new ways were they going to try? (ships by sea, sailing south around Africa and then east to Asia) [Show the path on a map.] This new path involved them traveling around another continent. What is the name of that continent? (Africa) [Ask for a student volunteer to locate Africa on a world map.]

7. *Evaluative* Explain that when you seek something, you are looking for or trying to find something. So, someone who is a seeker is somebody who is looking for something. Do you think the title of today's read-aloud, "The Spice Seekers," is a good one or not? (Answers may vary, but emphasize that spices were a prime reason for travel between Europe and Asia, and were what Giovanni and his people were looking for, or seeking.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* If you lived in Giovanni's time, which way would you rather go to the Indies, by land or by sea? Why? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Journey

5 minutes

1. In today's read-aloud you heard, "But Giovanni, everyone knows this is a long, dangerous *journey*."
2. Say the word *journey* with me.
3. A journey is a long trip from one place to another.
4. Going a long distance on an airplane or a bus would be a journey.
5. Tell me about a journey you have taken. Use the word *journey* when you tell about it. [Ask two to three students. If necessary, guide and/or rephrase the students' responses: "I went on a journey to . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some forms of travel. If the travel I describe sounds long, say, “That is a journey.” If the travel sounds short, say, “That is a short trip.”

1. sailing on a ship across the ocean from Europe to America (That is a journey.)
2. swimming across the pool (That is a short trip.)
3. walking to your neighbor’s house (That is a short trip.)
4. walking across the desert (That is a journey.)
5. riding in the car to your school (That is a short trip.)
6. riding in the car from one side of America to the other (That is a journey.)



Complete Remainder of the Lesson Later in the Day



The Spice Seekers

1_B

Extensions

15 minutes

Somebody Wanted But So Then

Explain that you are going to talk about the read-aloud and make a chart to help everyone remember the most important parts of the story. Tell students that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Draw the following chart on chart paper, a chalkboard, or a whiteboard. Draw it with blanks in the right-hand column. Sample answers have been placed in the chart.

| | |
|-----------------|---|
| Somebody | Giovanni |
| Wanted | Wanted to travel to the Indies to get spices, gold, and cloth to sell |
| But | But the road was closed |
| So | So he couldn't go by land |
| Then | Then he may travel there on a ship |

Show students images 1A-3, 1A-8, 1A-6, and 1A-9 in this order. Ask them the following, emphasizing the italicized words, and paraphrase their responses in the chart:

(Show 1A-3) Who is the *somebody* in this story who wants something?

(Show 1A-8) What does he *want* to do?

(Show 1A-6) *But* then what happens?

(Show 1A-9) So what does that mean?

Then, what do you think will happen?

When the entire chart is completed, read it from top to bottom.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



Ferdinand and Isabella

2

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of Europe, Africa, and Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying “Ferdinand and Isabella” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Use a combination of drawing, dictating, and writing to present information from “Ferdinand and Isabella” about Columbus and provide some detail about the topic (W.K.2)
- ✓ Add drawings to descriptions of Columbus to provide additional detail (SL.K.5)
- ✓ Demonstrate understanding of the adjective *victorious* by relating it to its opposite, *defeated* (L.K.5b)
- ✓ Distinguish “Ferdinand and Isabella” as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events
- ✓ Prior to listening to “Ferdinand and Isabella,” identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route

Core Vocabulary

adventures, n. Exciting experiences, often involving risk or danger

Example: I could not wait to start my jungle adventures.

Variation(s): adventure

convince, v. To cause someone to believe or accept something

Example: I was able to convince my mother to let me have dessert because I ate all my dinner.

Variation(s): convinces, convinced, convincing

fleet, n. A group of ships working together under one commander

Example: A long time ago, the American fleet sailed off to war against England.

Variation(s): fleets

navigators, n. People who use knowledge and tools to plan the best course of travel and guide vehicles or ships on the right course


Example: My parents are both good navigators; they never get lost when they are driving.

Variation(s): navigator

victorious, adj. Having won or succeeded at something

Example: I ran the race and was victorious.

Variation(s): none

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|---|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | globe with blue paper taped over North America and South America [This exercise requires advance preparation.] | 10 |
| | Essential Background Information or Terms | | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Ferdinand and Isabella | globe from earlier demonstration | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | globe from earlier demonstration | 10 |
| | Word Work: Victorious | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Know-Wonder-Learn Journals | Instructional Master 2B-1 [This exercise requires advance preparation.] | 15 |



Ferdinand and Isabella

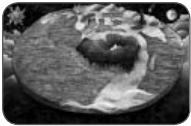
2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the previous read-aloud about Giovanni and Sophia with students. Be sure to highlight why Giovanni wanted to travel to the Indies. (to get gold, spices, and fine cloth)



◀ Show image 1A-9: Map of the world in 1492

Trace the preferred overland route from Italy, through Constantinople, to the Indies. Ask students why it was no longer possible to make the journey overland. Remind students that the Europeans were now planning to travel by sea to obtain treasures from eastern Asia. Using the 1492 map, trace the projected sea route from Italy, around the coast of Africa, to Asia. Show this same path using a globe and explain that Europeans were going to travel south around Africa and then east to get to Asia. Prior to this lesson, tape blue paper over North America and South America on a globe. Using this globe, remind students that some continents had not yet been discovered by the Europeans back in 1492.

Tell students they are going to learn a song about the continent of Asia and its treasures. Ask students to listen to the following verse, sung to the tune of “If You’re Happy and You Know It.” Then have them sing it with you the second time:

Eastern Asia had a lot of gold and spice.

Eastern Asia had a lot of gold and spice.

But it was a distant land,

Miles and miles across the sand.

It was difficult to get the gold and spice.

Essential Background Information or Terms

Explain to students that traveling by ship five hundred years ago was very difficult and very expensive. Tell them that the richest people of the day were the kings and queens of Europe, so they were the ones who paid for the ships and the sailors to sail the ships. Tell them that today's read-aloud is about a man named Christopher Columbus, who is trying to get money to sail a ship to the Indies. In today's read-aloud, he visits the king and queen of Spain to ask for money. Share the title of the read-aloud, and ask students who they think Ferdinand and Isabella were.

Purpose for Listening

Tell students that Christopher Columbus planned to sail from Europe to Asia, but he had a different idea about how to get there. He did not plan to sail around the dangerous coast of Africa. Tell students to listen carefully to find out how Columbus intended to reach the gold and spices of the Indies.

Note: Explain to students that the images of Columbus used in the read-alouds were created by various artists. Make sure that they understand why Columbus does not look the same in every image.



Ferdinand and Isabella

◀ Show image 2A-1: King at window

Now that the land route to Asia was closed, kings and queens from all over Europe began looking for the best sea route to the treasures of the East. They greedily sought to claim rare and expensive Asian spices for their own countries.

1 or expert trip planners

2 An adventure is an exciting trip. Lots of navigators wanted to be picked to lead a ship on an exciting adventure to Asia.

The race was on! In every European port, young **navigators**¹ competed to lead **adventures** to Asia.² They were anxious to try out new, lighter sailing ships that made it possible to sail faster and farther than ever before.



◀ Show image 2A-2: Columbus

3 or what made Columbus different from other sailors

4 Remember, that was the path I showed you on the map and globe.

One of these navigators was an Italian man named Christopher Columbus. Like all the others, he was an experienced sailor. What made Columbus stand out from the others³ was that he did not plan on reaching Asia by sailing east around the coast of Africa.⁴ He had a very different idea.



◀ Show image 2A-3: Columbus shows the king a map

5 To convince someone of something means to cause someone to believe or accept something. [Stop to show students Columbus's intended route.] Do you think Columbus had a good idea and will be able to convince kings it was a good idea?

6 This means he told him he wouldn't give him the money.

Christopher Columbus wanted to sail *west*, across the Atlantic Ocean, in order to reach the Indies. He visited several kings in different European countries, asking for their help. Laying out his map, he tried to **convince** them that his idea was a good one.⁵ For many years, Columbus tried unsuccessfully to get the support of European kings and queens. The king of Portugal refused him.⁶ The king of Italy refused him. The king of England refused him. Only the Spanish seemed interested in his plans to sail west across the Atlantic. But they turned him down too, because Spain was at war, and they had no time or money for Asian trade then. Columbus knew that he could not make the trip without their ships and money.



← **Show image 2A-4: Returning to Spain**

Now, seven long years after Columbus first met with King Ferdinand and Queen Isabella of Spain, he became hopeful that his long wait was over at last. As he rode down over the mountains, Columbus recalled his first visit to the great Spanish city below. Spain had been at war then.

Now the Spanish war was over, and the Spanish king and queen had won! Columbus hoped that the **victorious**⁷ royal couple, newly rich with the treasures they had taken in war, would have the time, money, and attention to help him. At last, he thought, he might reach his goal of sailing west to the Indies.⁸

7 or winning

8 So after seven years, why did Columbus decide now was a good time to come back to meet with the king and queen of Spain?



← **Show image 2A-5: Columbus appeals to the king and queen**⁹

A Spanish army officer directed him to the large, fancy tents in which the king and queen were still living, for they had not even had time yet to move from their army camp into the palace. Still, they were hardly suffering. Their tents contained thick, beautiful carpets and full-sized beds. The royal couple sat upon thrones brought from their palace in northern Spain. They dined off plates made of silver, eating fine foods and drinking fine wine. Their many servants were there to take care of them. Most important, with the war over, Ferdinand and Isabella were too happy and proud to complain much about anything. They smiled as Columbus bowed before them, and told him to rise to his feet. “And now, Christopher Columbus,” said the queen, “let us talk about your plan of sailing west to the Indies . . .”

Columbus’s heart leaped within him. The queen and the king must have talked it over, and now they were ready to help him act out his long-held plans. Columbus was going to search for the riches of the East by sailing west!¹⁰ He would be in charge of a whole **fleet**¹¹ of ships!

9 What do you see in this picture?
[Point out the key figures.]

10 Which king and queen finally agreed to help Columbus sail west to reach the Indies in Asia?

11 or group

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* Did the events you heard about today happen long ago or did it happen just a short time ago? (long ago)
2. *Literal* Most navigators wanted to sail from the continent of Europe around the continent of Africa to get to the Indies on the continent of Asia. Who can show me this route of sailing east using our globe? [Have a volunteer use the globe from the earlier demonstration to show the route.]
3. *Evaluative* What did Columbus think would be the best route for traveling to the Indies? (sailing west from Europe to get to Asia) Who can show me this route of sailing west using our globe? [Have a volunteer use the globe from the earlier demonstration to trace the route.] Do you think that was a good idea? Why or why not? (Answers may vary.)
4. *Literal* Why did Columbus go to visit them? (to ask again for money to pay for his voyage)
5. *Literal* After being refused by many kings, who finally agreed to give Columbus the money for his adventure? (King Ferdinand and Queen Isabella of Spain)
6. *Evaluative* How do you think Columbus felt when Queen Isabella and King Ferdinand finally agreed to his plan? Why? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share*: What do you think will happen when Columbus tries to sail west to the Indies? Do you think he will actually reach Asia? Why or why not? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Victorious

5 minutes

1. In the read-aloud you heard, "Columbus hoped that the *victorious* royal couple . . . would have the time, money, and attention to help him."
2. Say the word *victorious* with me.
3. If you are victorious, you have won or succeeded at something.
4. When Joe scored the winning goal for his soccer team, he was victorious.
5. Tell me about a time you were victorious. Use the word *victorious* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was victorious when . . ."]
6. What is the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite, or antonym, of *victorious* is *defeated*. *Defeated* describes having lost or failed at something. I am going to read some sentences to you. If you would feel victorious in the following situations, say, “I would feel victorious.” If you would feel defeated, say, “I would feel defeated.”

1. You were playing a game with your dad and you just beat him. (I would feel victorious.)
2. You were playing a game with your older brother and he beat you. (I would feel defeated.)
3. You were able to read a book all by yourself. (I would feel victorious.)
4. Your team lost the soccer game. (I would feel defeated.)
5. You just got an answer right. (I would feel victorious.)



Complete Remainder of the Lesson Later in the Day



Ferdinand and Isabella

2_B

Extensions

15 minutes

Know-Wonder-Learn Journals (Instructional Master 2B-1)

To prepare for this lesson, you will need to use Instructional Master 2B-1 (Columbus KWL Journal) as a cover sheet for each student's journal. Combine each cover sheet with a single blank sheet of paper, folding the two sheets together down the middle, then stapling them together, to form a four-page student journal. Make one for each student and write his/her name on the cover (or have them write their own names if they are able to do so).

Tell students that they will be hearing more stories about Christopher Columbus in the next few days. Each day they will record things about Columbus in their KWL (**K**now-**W**onder-**L**earn) journals.

After distributing the journals, ask students to open them and put their fingers on the right-hand page. Tell them to write a 'K' for *Know* at the top of that page. Then, ask them to brainstorm a list of things that they already know about Columbus from today's read-aloud. Tell them to draw a picture on that page that represents one thing that they know about Columbus. It may be a picture of a ship, a picture of Europe, a picture of a king, or simply a picture of a man. Circulate among students as they draw, asking them to describe what they are drawing. As time permits, write a brief caption for each student's drawing. Ask two or three students to show their drawings to the class, telling what they know about Columbus. Be sure to review the drawings with the students using the domain vocabulary to describe their drawings.



1492

3

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between various signs, such as seaweed and birds, and Columbus's proximity to land (RI.K.3)
- ✓ With prompting and support, describe an illustration of the *Niña*, the *Pinta*, and the *Santa María* and use pictures accompanying "1492" to check and support understanding of the read-aloud (RI.K.7)
- ✓ Use a combination of drawing, dictating, and writing to present information from "1492" about Columbus and provide some detail about the topic (W.K.2)
- ✓ Ask questions to clarify directions pertaining to a student extension activity (SL.K.3)
- ✓ Add drawings to a KWL journal about Columbus's voyage to provide additional detail (SL.K.5)

- ✓ Prior to listening to “1492,” identify what they know and have learned about why Europeans traveled to Asia and needed to find a new route and why Columbus proposed this new route

Core Vocabulary

cabin, n. A small room on a ship

Example: The captain slept in his own cabin.

Variation(s): cabins

crews, n. Groups of people who work together

Example: The ships’ crews celebrated their safe arrival home.

Variation(s): crew

expedition, n. A journey or trip by a group of people for a special reason

Example: The scientists went on an expedition deep into the rainforest to study new types of plants.

Variation(s): expeditions

rulers, n. Leaders in charge of a country or land


Example: King Ferdinand and Queen Isabella were the rulers of Spain.

Variation(s): ruler

shore, n. The land along the edge of a body of water

Example: We walked on the shore looking for seashells.

Variation(s): shores

| At a Glance | Exercise | Materials | Minutes |
|--|---|---|---------|
| Introducing the Read-Aloud | What Have We Already Learned? | globe with blue paper taped over North America and South America; chart paper, chalkboard or whiteboard; Image Cards 1, 2 | 10 |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | 1492 | globe from earlier demonstration; twelve-inch ruler; Image Card 6 | 10 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Shore | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Vocabulary Instructional Activity: Forward | chart paper; green marker, red marker; pictures associated with <i>forward</i> [This exercise requires advance preparation.] | 15 |
| | Know-Wonder-Learn Journals | Columbus KWL journals | |



1492

3_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you create a Columbus Song Chart on chart paper, a chalkboard, or a whiteboard by writing the lyrics from the song introduced in the previous lesson, as well as the new verse from today's lesson. The lyrics are printed below for your convenience. Post Image Cards 1 and 2 above each of the two verses, respectively.



← **Show image 1A-5: Giovanni and Sophia talking**

Begin by asking students why people from Europe wanted to travel to the Indies in Asia five hundred years ago. Ask, "What kinds of things were people like the families of Giovanni and Sophia seeking?" (gold, beautiful cloth, and spices)



← **Show image 1A-6: Land route closed**

Continue by reviewing how Europeans could not get to Asia by traveling east. Ask, "Who remembers why they couldn't get to Asia by walking and by riding animals?" (The land route was closed.) Using the globe from the earlier demonstrations, have a student volunteer point out the land route, being sure to identify the continents of Europe and Asia. Point to Image Card 1 (Land Route Closed), and review the song's first verse introduced in Lesson 2, which is sung to the tune of "If You're Happy and You Know It":

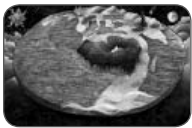
Eastern Asia had a lot of gold and spice.

Eastern Asia had a lot of gold and spice.

But it was a distant land,

Miles and miles across the sand.

It was difficult to get the gold and spice.



← **Show image 1A-9: Map of the world in 1492**

Remind students that many European navigators suggested sailing by ship around Africa to get to the Indies. Using the globe from the previous lessons, have a student volunteer point out the route around Africa, being sure to identify the continents of Europe, Africa, and Asia.



← **Show image 2A-3: Columbus shows the king a map**

Remind students that Columbus had a different idea than most navigators about getting to Asia. Instead of sailing east around Africa, ask students what he thought would be the best route for traveling to the Indies? (sailing west from Europe to get to Asia)

Using the globe again, have a student volunteer point out the route Columbus proposed, being sure to identify the continent of Europe and the area to the west. You may want to remind students that the continents that are covered up had not yet been discovered by people from Europe in Columbus's time, and explain that Columbus thought there was only ocean to the west. Using the globe, demonstrate how Columbus thought he could sail the ocean all around the globe to get to the Indies in Asia.

Remind students that traveling by ship five hundred years ago was very difficult and very expensive. Ask, "Who were the richest people back then, the ones who had enough money to pay for the ships and sailors to sail the ships?" (the kings and queens or rulers of Europe)



← **Show image 2A-5: Columbus appeals to the king and queen**

Now ask, "Which king and queen, who at first refused to give Columbus the money to sail, finally agreed to help him?" (King Ferdinand and Queen Isabella of Spain) Point to Image Card 2 (Columbus Appeals to the King and Queen) and introduce the song's second verse:

Ferdinand and Isabella ruled in Spain.

Ferdinand and Isabella ruled in Spain.

Told Columbus he should wait,

Then they said his plan was great.

Ferdinand and Isabella ruled in Spain.

Purpose for Listening

Tell students that even though Columbus now had the support of King Ferdinand and Queen Isabella, his idea was very difficult for anybody to believe. It would be like us today trying to believe that daytime is dark and nighttime is bright and sunny. It just doesn't make any sense! Tell students to listen carefully to find out how the journey into the unknown turned out.



1492

← Show image 3A-1: Columbus receives contributions¹

- 1 [Point out Ferdinand, Isabella, and Columbus in the picture as you read.]
- 2 Rulers are kings and queens. Who were the rulers of Spain? (King Ferdinand and Queen Isabella) Here the word *ruler* refers to the king or queen. A ruler is also the thing you use to measure how long something is. [Hold up a ruler to demonstrate.]
- 3 [Point to the men in Columbus's boat.]
- 4 So Columbus and his crew, the sailors who sailed the three ships, would take some supplies made in Europe to trade for the spices and gold they were seeking.

The year was 1492. King Ferdinand and Queen Isabella, as the **rulers** of Spain, provided Christopher Columbus with three ships.² They gave him money to pay for **crews**³ to sail them, plus food and water for the long voyage. Columbus was to sail his fleet westward to the Indies. There he would trade European goods for rare spices, gold, and other treasures that the king and queen desired.⁴



← Show image 3A-2: *Niña, Pinta, and Santa María*

- 5 [Have students repeat the names after you.]
- 6 [Tell students approximately how many feet long your classroom is, and how many classrooms put together would be as long as the *Santa Maria*.]

Columbus's three ships had names: the *Niña* (*NEEN-yah*), the *Pinta*, and the *Santa María*.⁵ Can you find the smallest ship in the picture? That is the *Niña*. The middle-sized one, the *Pinta*, was the fastest of the three. Columbus chose to sail on the largest ship, the 120-foot-long *Santa María*, or Saint Mary.⁶ Proud of all three vessels, and wanting his voyage to succeed, he was determined to choose the best sailors that he could find in all of Spain.



← **Show image 3A-3: Asian palace**⁷

- 7 [Tell students that this palace is what Columbus imagined he and his crew would see when they arrived in the Indies.]
- 8 You learned the word *convinced* in our last read-aloud. What does the word *convinced* mean? (caused someone to believe or accept something)
- 9 a lot of money
- 10 An expedition is a group of people on a journey for a special reason. What convinced the sailors to go on the expedition?

Columbus was confident that he could attract the men he needed and convince them to go on the voyage.⁸ True, he had to paint word pictures of warm, beautiful lands where gold and rare spices were so common that a person could hardly avoid tripping over them. He suggested, without actually promising, that his crew would return to Spain so rich that they could all live in grand homes and wear fine clothes. Another thing he told them was quite true: Queen Isabella had offered a huge cash reward⁹ to the first person who sighted the Indies. Perhaps it was this offer that was most convincing of all to the sailors. One by one, Columbus found his men, and they agreed to join his **expedition**.¹⁰



← **Show image 3A-4: Setting sail**¹¹

- 11 [Point out how the crew takes little boats to get to the ships.]

At last everyone and everything was ready. On August 3, 1492, the *Niña*, the *Pinta*, and the *Santa María* sailed out of their Spanish harbor bound for a possible fortune in the Indies. The sailors were proud and excited.



← **Show image 3A-5: Open ocean**

- 12 What do you think they're afraid of? [Be sure to remind students that Columbus made his trip long, long ago. Emphasize that the sailors had no way to communicate or talk with anyone other than the other sailors on the ships.]

But when they passed the last familiar lands, the Canary Islands, and found themselves in open sea, out of sight of any land, their excitement began to turn to uncertainty, and then to fear. Columbus tried to calm their fears.

Both Columbus and the crew were feeling less safe the longer they sailed in the open sea. As days passed, and then weeks, Columbus's reassurance was no longer enough to keep the crew from becoming seriously frightened.¹²



← **Show image 3A-6: Calm waters**

Days and days and long nights passed. The *Niña*, the *Pinta*, and the *Santa María* had been sailing westward out at sea for weeks now. They had entered a part of the ocean in which long, thick seaweed covered the surface in every direction for as far as the

13 Has anyone ever seen seaweed at the beach? Seaweed is a plant that grows in the ocean. [Show students Image Card 4 (Seaweed).]

14 Why do you think Columbus thinks that seaweed is a good sign?

15 Why do the sailors want the wind to come back? [Make sure students understand there are no motors or engines on the ships to make them move. They can only move if the wind fills the sails of the ship.]



← **Show image 3A-7: Stick floating in ocean**

eye could see.¹³ “This is a good sign,” Columbus thought.¹⁴ “It may mean we are nearing land.”

But then the winds died down to nearly nothing, and the sails hung lifelessly from the masts. The three ships crept forward, and sometimes stopped moving altogether. Each day was like the one before, and Columbus and the sailors wondered, “Will we ever get out of this seaweed? Will the wind ever change and come back to us?”¹⁵ At last, after days and days, the wind picked up again and they sailed free of the clinging seaweed and back into the open sea. Still, the sailors worried, and they no longer bothered to hide their doubts from Columbus. “When will we find the lands you promised us?” they asked.

“Soon,” he told them, trying to look confident. “Soon we will get there.” But as he said this, Columbus too had his own doubts.

But the sailors were tired of sailing and were losing hope. They came to Columbus one day and begged him to turn the ships around. “Give me three more days,” he said. “If we have not seen land by then, we will turn around.”

But the days passed with no sign of progress.

Then on the third day, a sailor called out, “There is something floating in the water up ahead.”

“Fish it up out of the water,” Columbus ordered. Some sailors tossed a net over the side and drew up the object. “It is a stick!” cried one of the sailors. “It looks as if someone has carved its sides with a knife.”

16 Why is a carved stick a sign of land?



← **Show image 3A-8: Additional signs of land**

“That must mean there’s land ahead, and someone is living there,” the others said excitedly.¹⁶

17 What’s the third sign that they are getting close to land? (branches with green leaves)

18 What’s the fourth sign that they are getting close to land? (birds)

The next day, several sailors saw branches with green leaves floating on the surface of the water.¹⁷ Then the crews of all three ships saw a large flock of land birds flying overhead. “We must be getting close to land!” the men cried with great excitement.¹⁸

The birds circled above as if examining the three ships, then turned back in the direction from which they had come. “Follow them,” Columbus ordered. “The birds will lead us to land.”

Soon the salty sea breezes began to carry a new scent their way. “Could we be smelling the spices of Asia up ahead?” the sailors asked one another, growing more and more excited. But still they saw no land.

On the evening of Thursday, October 11, Columbus ordered the ships to drop anchor, something they had not done on the entire voyage.¹⁹ “If we really are close to land,” he thought, “we might be carried by the current up against the shore in the darkness and never know until it’s too late.”

19 An anchor is a heavy metal object thrown overboard to keep the ship from moving. [Show students Image Card 5 (Anchor).]



← **Show image 3A-9: Columbus spots land**

That night, walking the deck of the *Santa María*, he saw a light in the distance. “It is too far away to be coming from the *Pinta*,” he thought, knowing that the ship was anchored farther ahead of his own. “And the light is too low in the sky to be a star. It must be a fire set by some human being on a **shore** up ahead!”²⁰

A few hours later, in the early morning hours of October 12, 1492, Columbus heard the sound of a cannon. “It is coming from the *Pinta*,” he thought. “They must have sighted land!”²¹ Waiting impatiently as the early light of dawn increased, he stared ahead until he saw what the sailors on board the *Pinta* had seen: a long, low shore on which the ocean waves were smoothly breaking. The men of the *Pinta* were cheering, and a moment later, cheering broke out aboard the *Niña* and the *Santa María*, too.²²

20 The shore is the land at the edge of a body of water. How do you think Columbus will feel when he sees the shore? What’s the fifth sign that they are getting close to land?

21 [Show Image Card 6 (Cannon).]
A cannon is a weapon that fires large metal balls at enemies and makes a loud noise when it’s fired. Why do you think the *Pinta* fired its cannon? So which of the three ships saw land first?

22 So what finally happened on October 12, 1492? Describe what you see the sailors doing in the picture.



← **Show image 3A-10: Landing**

Dressing formally²³ for the occasion, and carrying a long flag pole bearing the flag of Spain, Columbus and some of his men rowed over the waves in a small boat to the shore of this new land. Stepping out into the water, Columbus and the sailors stepped ashore. By his calculations, Columbus believed he had landed on the continent of Asia, in the Indies. Then, he plunged the flagpole

23 or nicely

into the sandy shore and said, “On behalf of their majesties, I, Christopher Columbus, claim this land and all that is in it for Spain.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In what year did Christopher Columbus sail on his first voyage? (1492)
2. *Literal* The rulers of Spain—King Ferdinand and Queen Isabella—provided Columbus with three ships. What were their names? (*Niña, Pinta, Santa María*)
3. *Literal* On which ship did Columbus travel? (*Santa María*)
4. *Inferential* [Show Image Card 4 (Seaweed).] After the men had been sailing for weeks, Columbus’s ships slowed down. Why? (wind died down, there was no motor, stuck in seaweed)
5. *Literal* What five signs did they see that made them think they were getting close to land? (seaweed, carved stick, branches with leaves, land birds, light in distance)
6. *Inferential* [Show Image Card 5 (Anchor).] When Columbus knew they were approaching land, why did he command the ships to drop anchor? (Columbus didn’t want the ships to move toward land and get stuck there.)
7. *Literal* [Point out the Indies on the globe used in the earlier demonstration.] On which continent and in which place did Columbus think he had landed? (continent of Asia, the Indies)

8. *Evaluative* When Columbus landed and thought he was in the Indies, he put the Spanish flag in the sand and said the land would now belong to Spain. Why did he do that? (Answers may vary.) What did Columbus hope to find in the Indies to bring back to Spain? (spices, treasures, etc.)
9. *Inferential* Why is the title of the read-aloud “1492”? (That is the year that Columbus began his sail westward.) Is that a long time ago or not so long ago? (a long time ago—more than five hundred years ago)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* If Columbus had asked you to sail westward on his journey, would you have gone? Why or why not? (Answers may vary.)
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Shore

5 minutes

1. In the read-aloud you heard, “It must be a fire set by some human being on the *shore* up ahead.”
2. Say the word *shore* with me.
3. A shore is the land along the edge of a body of water.
4. If you are swimming in the ocean and you want to get out of the water onto the sand, you should swim toward the shore.
5. Tell me about a time you saw a shore in real life or in a book. Use the word *shore* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once saw a shore when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name an activity one might do. If it is an activity you would do at a shore, say, “That is a good activity to do on a shore.” If it is not an activity you could do at a shore say, “That is not an activity that you do on a shore.”

1. making sand castles on the beach (That is a good activity to do on a shore.)
2. using fingerpaints and paper to make a picture (That is not an activity that you do on a shore.)
3. standing on the sand throwing pebbles or shells into the water (That is a good activity to do on a shore.)
4. running away from the waves and back to land (That is a good activity to do on a shore.)
5. building a snowman (That is not an activity that you do on a shore.)



Complete Remainder of the Lesson Later in the Day



1492

3_B

Extensions

15 minutes

↔ Vocabulary Instructional Activity

Word Web: Forward

Materials: Chart paper; green marker, red marker; pictures associated with *forward*



◀ Show image 3A-2: *Niña, Pinta, and Santa María*

1. In the read-aloud you heard, “The three ships crept *forward*, and sometimes stopped moving altogether.”
2. *Forward* means to go toward a place or time that is up ahead. [Point to the ships in the image moving forward.] These ships are moving forward, toward land.
3. We will make a Word Web for the word *forward*. [If you have pictures illustrating the concept of *forward* available, use the pictures. Otherwise, write the word *forward* in the center of the paper and circle it.]
4. [Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.]
5. Tell me what you think of when you hear the word *forward*. [For words that have similar meanings to *forward*, like *ahead*, *toward*, and *front*, write these words at the top of *forward* and use green lines to connect these words to the center.
6. Tell me what you think is the opposite of *forward*. [For words that have opposite senses to *forward*, like *backward*, *behind*, and *away from*, write these words at the bottom of *forward* and use red lines to connect these words to the center.]

7. Talk with your partner using the word *forward* and what you have learned about the word *forward* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about this word and add any additional words that are related to, similar to, and opposite of *forward* as they arise.]

Know-Wonder-Learn Journals

Distribute the Columbus KWL journals. Ask students to turn to the next blank page in their journals and to write a 'W' for *Wonder* at the top of the page. Ask students to use their own imaginations to draw a picture of what they wonder about Columbus's voyage and what it might have really been like to be on one of his ships. Circulate among students as they draw, asking them to describe what they are drawing. As time permits, write a brief caption for each student's drawing. Be sure to review the drawings with the students, encouraging them to use domain vocabulary to describe their drawings.



Not the Indies

4

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of North America, South America, Europe, Africa, and Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain why Columbus called the land where he landed *India* and the inhabitants *Indians*
- ✓ Explain that native people were already living on the continent where Columbus's ships landed

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between what Columbus called the native people he found on the island and the land on which he thought he landed (RI.K.3)
- ✓ With prompting and support, describe an illustration of native people watching Columbus and use pictures accompanying “Not the Indies” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Identify new meanings for the word *chest* and apply them accurately (L.K.4a)

- ✓ Prior to listening to “Not the Indies,” identify what they know and have learned about Columbus and his voyage

Core Vocabulary

courage, n. Bravery or strength in the face of danger or difficulty

Example: The fireman showed courage when fighting a fire.

Variation(s): none

discovered, v. Found or learned something first

Example: The astronaut discovered a strange rock on the moon.

Variation(s): discover, discovers, discovering

explore, v. To search or travel to discover something new

Example: Maria wants to explore the North Pole.

Variation(s): explores, explored, exploring

island, n. A body of land surrounded by water on all sides


Example: We had a view of the ocean no matter where we were on the island.

Variation(s): islands

native, adj. Born in a place or originally from somewhere

Example: Many people were native to South America before the Spanish arrived.

Variation(s): none

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|---|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | Image Card 7; Columbus Song Chart; globe with blue paper taped over North America and South America [This exercise requires advance preparation.] | 10 |
| | Where Are We? | globe from earlier demonstration; world map | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Not the Indies | world map | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | world map or globe | 10 |
| | Word Work: Courage | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Multiple Meaning Word Activity: Chest | Poster 3M (Chest) | 15 |



Not the Indies

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you add the lyrics for the new verse below to the Columbus Song Chart. Post Image Card 7 (Columbus Spots Land) above the new verse.



◀ Show image 2A-5: Columbus appeals to the king and queen

Ask students, “Which king and queen, who at first refused to give Columbus the money to sail, finally agreed to help him?” (King Ferdinand and Queen Isabella of Spain) Point to Image Card 2 (Columbus Appeals to the King and Queen) and review the song’s second verse introduced in Lesson 3:

Ferdinand and Isabella ruled in Spain.

Ferdinand and Isabella ruled in Spain.

Told Columbus he should wait,

Then they said his plan was great.

Ferdinand and Isabella ruled in Spain.



◀ Show image 3A-9: Columbus spots land

Now review the read-aloud from the previous lesson in which Columbus and his crew completed their long journey across the ocean. Remind students that the trip took longer than expected and that Columbus and his crew were very relieved to finally reach land. They thought that they had landed in the Indies on the continent of Asia. (Point out the countries of Indonesia and Malaysia on the globe.)

Tell students that you will now sing the third verse of the song to review what they learned in the last read-aloud. As you point to Image Card 7, ask students to listen to the following verse to the tune of “If You’re Happy and You Know It,” and then have them sing it with you the second time:

Chris and his crew sailed across the sea.

Chris and his crew sailed across the sea.

Niña, Pinta, and their ship,

Santa María made the trip.

Chris and his crew sailed across the sea.



← **Show image 3A-10: Landing**

Remind students that at the end of the last read-aloud, Columbus and his crew had just landed.

Where Are We?

Tell students that Columbus was actually wrong about where he thought he landed. Tell them that you are going to show them exactly where Columbus actually traveled and where he really landed. Remind students that the continents that are covered up on the globe had not yet been discovered by Europeans, and so they did not know people had been living on these continents for thousands of years. Explain that Columbus thought there was only ocean and no land to the west. Ask a student volunteer to remove the blue paper from the globe and explain that Columbus didn't realize the two continents below the paper, North America and South America, stood between his ships and Asia. Now, point to Spain on the globe and show the intended westward direction toward Asia. Drag your finger toward South America. Stop when your finger reaches Central America, and ask the following questions:

- To which continent did Columbus plan to go? (Asia)
- What was in the way? (the Americas: North America and South America)
- Remember, Columbus had no idea these two continents were here! If he stopped here, on the first land he saw, where did he really land? (the Americas)
- Because Columbus had never heard of the Americas, on which continent did he think he had landed? (Asia)

Then, using the globe, start from Spain again and show where Columbus thought he landed in the Indies, and where he actually landed in San Salvador, an island in the Bahamas, near Florida and Cuba. Repeat the demonstration on a world map so students can clearly see Spain and the island of San Salvador.

Purpose for Listening

Tell students that Columbus called the people he found living on the newly discovered land Indians. Tell them to listen carefully to find out why.



Not the Indies

← Show image 4A-1: Natives watch Columbus¹

1 What do you see in the picture? [Be sure to point out the native people on the shore.]

2 or bravery

Christopher Columbus and his crew were proud and excited when they reached land. They thought they had crossed the mighty Atlantic Ocean and found Asia. They felt sure that now gold and rare spices from the Indies were within reach. They thought that the king and queen would reward them for their **courage**,² and for making Spain the most powerful nation in Europe. They told each other, “When we get back to Spain, we’ll be rich.” They had no idea that the people they would soon meet had never before seen Europeans.



← Show image 4A-2: Native portrait

3 An island is a body of land surrounded by water on all sides. [Point to San Salvador on a world map, reminding students that this is the island where Columbus really landed.]

Columbus’s men followed him onto the wooded **island**.³ The people of the island did not fit the descriptions of people in Asia, but Columbus was still convinced that they had reached their intended destination. Declaring, “We made it to the Indies,” he named the people of the island “Indians.”

4 The people who have lived in a certain place for a long time are called native people.

But things did not work out quite as Columbus and his men expected. The so-called Indians did not seem to have much gold beyond what they were wearing. The only gold Columbus saw was the jewelry worn by these **native** people.⁴ Columbus gestured to them to try to learn where the gold came from. They pointed off in the distance toward other islands. So, after trading objects from their ships for the gold rings, Columbus and his men prepared to sail onward. The friendly natives helped them gather fresh fruit and clean water. Just before leaving, Columbus gave the island a name: he called it San Salvador.⁵

5 Why do you think Columbus decided to leave the island?



← Show image 4A-3: Columbus sails in search of gold

Columbus took the *Niña*, the *Pinta*, and the *Santa María* farther west through the warm, blue-green waters. They found more islands, passing many and landing on a few. They lowered their

- 6 To *explore* means to search. Columbus was hoping to search for something new: gold. In an earlier read-aloud you learned another word that also means to search. It was also part of a title of the read-aloud. What other word did you learn that means to search? (*seek*)



← **Show image 4A-4: *Santa María***

- 7 What do you think will happen?

- 8 This means it was going farther down into the water because water was coming through a hole and making the ship too heavy to stay afloat.

- 9 Which ship did Columbus lose? What were the names of the other two ships?

- 10 Finding more gold was even more important now. Ships were very expensive, and the king and queen might be angry that he wrecked one.

- 11 They had to gesture to each other because they didn't speak the same language.

sails once more off the coast of a larger island which Columbus named Hispaniola (hiss-pan-yo-luh). There Columbus told his sailors, “We will continue to **explore** tomorrow.”⁶ Right now, I am weary. I will rest in my cabin. Wake me up if there is anything I need to know.”

But the sailors, too, were relaxed and sleepy in the warmth of the sun, and they fell asleep on deck. A breeze came up, and the waves began to wash lazily against the side of the *Santa María*. Then the waves became stronger, and slowly they began to move the ship.⁷ Still Columbus and his crew slept, until suddenly—*crash!* The *Santa María* struck the huge, sharp rocks off the coast of the island.

Columbus and his sailors awoke in a hurry! They rushed to look, but they were too late: they saw a large, gaping hole in the side of the *Santa María*. Their ship was sinking!⁸ All they could do was to signal the *Pinta* for help, gather everything together, and hope to move to the other ship. Columbus’s flagship, the *Santa María*, sank slowly into the calm, blue-green water that had seemed so safe and peaceful. As it did so, friendly people from the island came paddling out in canoes and generously helped move whatever could be saved from the ship onto the shore.

Columbus had lost one of his three ships.⁹ Still, he felt he would return to a hero’s welcome in Spain if he could just find gold.¹⁰ He noticed that the people who had been helping him wore more gold than the people on the other islands he had visited. When he asked them, using gestures and movements, they signed to Columbus that their gold came from the high, heavily forested mountains in the center of their island.¹¹ At last Columbus had found a source for gold. He would start a gold mine in the mountains of Hispaniola.



← **Show image 4A-5: Parrot and gold**

12 Why do you think they are building a fort?

13 Here the word *chest* means a large container that could hold a lot of the gold they collected. The word *chest* also refers to the front part of your body between your neck and waist.

The natives and the Spanish sailors brought wood from the wrecked ship ashore and built a fort.¹² Columbus chose some of his men to remain there while others returned with him to Spain aboard the *Pinta* and the *Niña*. In preparation for their journey back to Spain, he traded objects from his ships for some of the natives' gold jewelry, and he put the gold jewelry into a chest to take back to Spain.¹³ Columbus and his sailors gathered unknown fruits and brightly colored tropical parrots to show to King Ferdinand and Queen Isabella.



← **Show image 4A-6: Ship in storm**

The journey home was stormy, and more than once the men thought they would not get home alive. At last the storms ended, and the two ships reached Spain. The families of the sailors were overjoyed that their husbands and fathers had lived through the adventure. They danced in excitement when they saw the chest full of gold, telling one another, "We'll all be rich! We will all be great lords and ladies and live in palaces!"



← **Show image 4A-7: Return to King Ferdinand and Queen Isabella**

After a long journey, the group reached the palace of King Ferdinand and Queen Isabella. Columbus told them his story and gave them the treasures he had brought back to them. King Ferdinand, who had been so difficult to convince, now smiled and congratulated Columbus and his men. Queen Isabella, who had always been friendlier than King Ferdinand, laughed and smiled and applauded throughout Columbus's story. And when he showed them the gold, the royal couple was thrilled. "You have done all that you promised!" they said. Naturally, when Columbus told them that he wished to go back and make more discoveries, King Ferdinand said, "Of course! You will return to Hispaniola as governor of the island. You will be in charge of all the western lands that you have **discovered**¹⁴ and claimed for us. And this time we will give you many ships to command, not just three. But first you must rest and spend time here as our guest."

14 or found

15 How does Columbus feel now? Did he really find another way to Asia? [Point to the world map again, and show students where Columbus really went.]

Meanwhile, Columbus thought, “All I have worked for and dreamed of all these years has come true! I am a friend of the king and queen. I will be rich and important. I will be famous as the man who found another way to Asia.”¹⁵

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In what year did Columbus make his voyage? (1492) What were the names of Columbus’s three ships? (the *Niña*, the *Pinta*, and the *Santa María*)
2. *Literal* Which ship was Columbus on? (the *Santa María*) What happened to the *Santa Maria*? (It crashed into rocks and sank.)
3. *Inferential* What king and queen helped Columbus with his voyage? (King Ferdinand and Queen Isabella) What country did they rule? (Spain) How might the king and queen feel if they knew that one of the ships they bought for Columbus had sunk? (upset, angry) What was Columbus determined to find as he explored several islands? (gold)
4. *Inferential* Were there people living in the place where Columbus’s ships landed? (yes) What did Columbus call the native people he met? (Indians) Why? (He thought he was in the Indies.) Where did he really land? (on an island off the coasts of North and South America)



◀ **Show image 4A-7: Return to King Ferdinand and Queen Isabella**

5. *Literal* What did Columbus bring back to show the king and queen? (gold, fruits, tropical parrots)

6. *Literal* What did the king and queen do to reward Columbus for his offerings? (They made him the governor of the lands he discovered, and they said he could sail again.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Do you think Columbus should have realized he did not land in the Indies? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Courage

5 minutes

1. In the read-aloud you heard, "[Columbus and his crew] thought that the king and queen would reward them for their *courage*."
2. Say the word *courage* with me.
3. *Courage* means being brave when faced with danger or difficulty.
4. You show courage if you walk into a dark room even though you're afraid of the dark.
5. Tell me about a time you showed courage. Use the word *courage* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I showed courage when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some examples of things that may or may not require courage. If the phrase I read to you is an example of courage, say, "That takes courage." If it is not an example of courage, say, "That does not take courage."

1. using words to ask a big kid to stop teasing you (That takes courage.)
2. telling your mom that you broke her favorite necklace (That takes courage.)
3. coloring in your coloring book (That does not take courage.)
4. playing a familiar game with your best friend (That does not take courage.)
5. walking past the yard of a dog that scares you (That takes courage.)



Complete Remainder of the Lesson Later in the Day



Not the Indies

4_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Chest

1. [Show Poster 3M (Chest).] In the read-aloud you heard, “[Columbus] traded objects from his ships for some of the natives’ gold jewelry, and he put the gold jewelry into a *chest* to take back to Spain. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Chest* can also mean something else. *Chest* also refers to the front part of your body between your neck and waist. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. [Point to the chest containing the coins.] With your partner, talk about what you think of when you see this kind of chest. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of chest, I think of a place to store treasures, a large box, etc.)
4. [Point to the doctor placing a stethoscope on a child’s chest.] Now with your partner, talk about what you think of when you see this kind of chest. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of chest, I think of body, shirt, etc.)



Further Adventures of Christopher Columbus

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the reasons the author of the read-aloud gives to support the statement that the king and queen were upset with Columbus (RI.K.8)
- ✓ Use a combination of drawing, dictating, and writing to present information from "Further Adventures of Christopher Columbus" about Columbus and provide some detail about the topic (W.K.2)
- ✓ Add drawings to a KWL journal about Columbus to provide additional detail (SL.K.5)
- ✓ Prior to listening to "Further Adventures of Christopher Columbus," identify what they know and have learned about Columbus and his voyage

- ✓ Make predictions prior to “Further Adventures of Christopher Columbus,” and then compare the actual outcomes to predictions

Core Vocabulary

ashamed, *adj.* Feeling bad or guilty for something you have done, or because of how you have been treated

Example: I felt ashamed after I was mean to my sister.

Variation(s): none

empire, *n.* A large number of people and places ruled by one person or country

Example: The British Empire was once the largest in the world.

Variation(s): empires

governor, *n.* Someone chosen to make wise decisions in ruling over groups of people


Example: The governor of our state was on the news.

Variation(s): governors

historians, *n.* People who study and teach others about history, which deals with the people and events of the past

Example: Many historians work at museums.

Variation(s): historian

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|---|---|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | Image Card 8; Columbus Song Chart; globe [This exercise requires advance preparation.] | 10 |
| | Essential Background Information or Terms | | |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Further Adventures of Christopher Columbus | world map | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Ashamed | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Know-Wonder-Learn Journals | Columbus KWL journals | 15 |



Further Adventures of Christopher Columbus

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you add the lyrics for the new verse below to the Columbus Song Chart. Post Image Card 8 (Natives Watch Columbus) above the new verse.

Begin your review by asking students to retell the main details they learned about Columbus thus far. Use the Image Cards and accompanying song verses that you have posted from the previous lessons to guide the retelling. If students have difficulty, ask questions to guide them and have them utilize the globe in their retelling.



◀ Show image 4A-1: Natives watch Columbus

Now review the read-aloud from the previous lesson, in which Columbus was very happy because he thought he had reached the Indies in Asia. Remind students that when Columbus began exploring, he didn't find as much gold as he expected.

Remind students that you have started each day learning a new song verse to review what they learned in the previous read-aloud. As you point to Image Card 8, ask students to listen to the fourth verse to the tune of "If You're Happy and You Know It," and then have them sing it with you the second time:

Columbus said that he had found the Indies.

Columbus said that he had found the Indies.

He went looking for lots of gold,

But he had no luck, we're told.

'Cause he didn't really sail to the Indies.

Emphasize that Columbus did not find Asia or the Indies, but an entirely different continent and group of people. Show his route

on a globe. Point out that Columbus was right that he could have kept going west to get to Asia, but he didn't realize that there were two continents blocking his path: North America and South America. Emphasize that Columbus still did not realize his mistake.



Essential Background Information or Terms

◀ Show image 4A-2: Native portrait

Explain to students that the people Columbus met on his first visit to the island of Hispaniola in 1492 were not Indians from India, but were native people from the Taino (TI-no) tribe. The peaceful Taino lived in large huts around a central plaza, where they had meetings and ceremonies and where the children played group games. There were thousands of Taino people who had been living on the island of Hispaniola for a very long time before Columbus landed there.

You may wish to make connections to some broad concepts students learned in the *Native Americans* domain, such as the fact that indigenous people lived on the continents of North and South America long before European explorers like Columbus visited and settled in this area. Remind students that there were many, many different tribes of Native Americans in the Americas, each with its own way of eating, dressing, and living depending on the particular region where the members of the tribe lived. Remind students that another term people sometimes use for *Native American* is *American Indian*. Help them understand that the term *American Indian* came about because Columbus mistook the Taino tribe for Indians from the Indies, where he thought he landed.



Making Predictions About the Read-Aloud

◀ Show image 4A-7: Return to King Ferdinand and Queen Isabella

Remind students that at the end of the last read-aloud, Columbus and some of his crew members had just returned to Spain to the palace of King Ferdinand and Queen Isabella, bringing back some gold, fruits, tropical parrots, and other goods.

Tell students that in today's read-aloud, they will hear about Columbus's voyage back to the island of Hispaniola. Ask them to predict what he will find upon his return.

Purpose for Listening

Tell students to listen carefully to hear if Columbus ever finds what he set out to find and to see if their predictions are correct.



Further Adventures of Christopher Columbus

← Show image 5A-1: Columbus at the harbor

- 1 In comparison to the *Niña*, the *Pinta*, and the *Santa María*, that's a lot of ships!
- 2 Remember, he still thinks he's landed in Asia, but you and I know he did not.

When Christopher Columbus set sail from Europe for the second time, he commanded not three, but seventeen ships.¹ He told himself, "I will return to Hispaniola and find the men I left on that island waiting to help me. We will find the wealth of Asia and be rich!" Everything seemed to be working perfectly.²



← Show image 5A-2: Empty beach

- 3 What do you think is going to happen when he gets there this time?

But the most important word in that statement is *seemed*. In fact, this time Columbus was sailing straight into trouble.³ Reaching Hispaniola, he found that the fort his men had assembled from the wooden planks of the *Santa María* was gone. There was no sign of the sailors he had left there either. Something was terribly wrong.



← Show image 5A-3: Changes at Hispaniola

- 4 Remember that these people from the Taino tribe were not Indians from India; they were really Native Americans.
- 5 If you are taking advantage of people, you are treating them unfairly for selfish reasons.

Columbus spoke with a few of the native island people, whom he still insisted on calling Indians.⁴ He learned that while he was away, the Spanish crew had been unkind to the native people and had taken advantage of them.⁵



← Show image 5A-4: Native men working

Columbus had originally come in peace, but his greediness and the greediness of his sailors had changed things on the island. The men who had sailed with Columbus on his second voyage also treated the natives badly and were just as greedy for treasure.

Once more, Columbus and his crew took advantage of the natives. They were forced to work for no pay, carving mines into the high mountainsides. "There is gold in those mountains,"

- 6 Why did they think they would find a lot of gold?



Columbus and his men told one another, “and we did not sail all this way to leave it there.” But they did not find as much gold as they had expected.⁶

◀ **Show image 5A-5: Columbus returns from second voyage**

When Columbus returned to Spain from this second voyage, the king and queen did not like the report he gave them. Isabella said, “We will let you sail a third time for us, but you had better find spices and more gold this time!”



◀ **Show image 5A-6: Columbus’s third voyage**

On this third voyage, Columbus thought, “Surely this time I will find a city rich with gold and spices like those I have heard about,” but all he saw were jungles.⁷ During his search, Columbus became very sick. Weak and discouraged, he ordered his men to head for Hispaniola.

- 7 Why won’t he find an Asian city?



◀ **Show image 5A-7: Columbus is arrested**

When they got there, Columbus was surprised to find that a nobleman sent by Ferdinand and Isabella was waiting for him. The reason the king and queen had sent the nobleman is because they’d heard after the second voyage that Columbus was treating the native people cruelly and was keeping the gold for himself. The nobleman had been ordered to spy on Columbus and to arrest him if this turned out to be true. Indeed the nobleman heard from many people on the island how Columbus and his men had mistreated the native people of Hispaniola. The nobleman announced,⁸ “Christopher Columbus, you are being charged with keeping all the gold and treasures for yourself, and therefore doing a terrible job as **governor**.⁹ The king and queen will decide your fate.”¹⁰

- 8 [Point to the man reading the paper in the picture.]
- 9 Remember, the king and queen made Columbus governor, putting him in charge of all the islands and people he found.
- 10 Columbus is going to jail! They didn’t have jails in Hispaniola, so Columbus had to be taken back to Spain.



◀ **Show image 5A-8: Columbus in jail**

Columbus sailed the long journey home to Spain, not as the ship’s commander, as he had once been, but as a prisoner heading to jail. He wondered how he would be greeted by King Ferdinand and Queen Isabella.¹¹

- 11 What will the king and queen do? What do you think will happen to Columbus?



← **Show image 5A-9: Columbus stands before the king and queen**

At first, when Columbus arrived in Spain, he was thrown in jail. Later, when he appeared before the king and queen, they were shocked by the difference in the man they now saw before them. His hair had turned completely white. His body had grown bent and weak, and the man who had boldly stepped forward in the past now limped into their presence. King Ferdinand and Queen Isabella were **ashamed**.¹² They took pity on Columbus and ordered that he be released from jail.

12 *Ashamed* means they felt badly or guilty for what they had done to him by arresting him.



← **Show image 5A-10: Columbus freed**

They set Columbus free and ordered his share of the wealth to be returned to him. Their majesties shattered Columbus's dreams of returning to his former importance by announcing, "You are free, but you will no longer be the governor of our new **empire**."¹³ They put someone new in charge of Hispaniola and the lands beyond.

13 An empire is like a kingdom. All of the places that Columbus explored were lands that King Ferdinand and Queen Isabella now ruled, just as they ruled Spain.

The king and queen told Columbus, "We will give you one last chance to find the wealth of Asia." They gave him a few old ships that hardly seemed strong enough to make it out of the harbor onto the open sea.



← **Show image 5A-11: Columbus sets sail a fourth time**

So Columbus took those rotting Spanish ships safely across the Atlantic.¹⁴ Sailing up and down the lush, green coast, he searched once more for the Asian cities he still believed must be there. Of course they were not, and not finding them, he did not go ashore to explore. Discouraged, Columbus returned to Spain once again without the gold and spices he desired.¹⁵

14 How many voyages has Columbus been on now? [Count the number of voyages with students.]

15 Why couldn't Columbus find the Asian cities? Where was he really?



← **Show image 5A-12: Columbus looking at a map**

Christopher Columbus never set sail again. He died still believing that he had found the Indies, but other explorers disagreed. They realized that, instead of Asia, Columbus had actually found a place that Europeans had never known about between Asia and Europe. Because they had never before known about this place and it was new to them, they called it the New World.¹⁶

16 Remember how we had two continents, North and South America, covered with blue paper on our globe? Once other explorers figured out they were there, they called these lands the New World. Later, the name was changed to America.



← **Show image 5A-13: Young Columbus sets sail**

17 What happened on that day?
(Columbus spotted land in North America.)

18 or people who study the past

Today, every year on October 12, Americans remember Christopher Columbus's arrival in the Americas back in 1492.¹⁷ This day is called Columbus Day. Later, you will learn about a group of people called the Vikings who came to North America even before Christopher Columbus did. **Historians**¹⁸ from many countries have researched and retold the story of Christopher Columbus many times over. It means different things to different people, but one thing we know for sure is that Columbus's mistake changed the world.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. Were your predictions about what Columbus would find on his return visit correct? (Answers may vary.)
2. *Literal* What happened on the island of Hispaniola while Columbus was back in Spain after his first voyage? (His men treated the natives badly and made them work very hard.) Did the men continue to mistreat the natives when they returned after the second voyage when Columbus was governor? (yes)



← **Show image 5A-4: Native men work as slaves**

3. *Literal* What kinds of things did Columbus's men make the slaves do? (They made the men dig mines in search of gold.)
4. *Literal* What happened to Columbus when he returned to Spain after his second voyage without the riches he promised Ferdinand and Isabella? (The king and queen thought he was keeping gold for himself and sent a nobleman to Hispaniola

to spy on Columbus. Later, the king and queen had Columbus arrested and thrown in jail for not bringing enough gold and for the mistreatment of the natives.)

5. *Inferential* Did they ever free Columbus? (yes) Why? (They felt ashamed of how they treated him when he had helped them grow their empire. Spain now ruled over all the lands that Columbus and his men took over.)
6. *Literal* What did Columbus think he'd found? (the Indies)
7. *Evaluative* What reasons does the author of the read-aloud give to support the statement that the king and queen were upset with Columbus? (He did not find gold and spices or he was keeping the gold for himself; he was treating the natives badly.)
8. *Inferential* Today, we know a lot about Columbus because of historians—people who study the past. Our country remembers Columbus on Columbus Day on October 12. What happened on that particular day, October 12, in 1492? (Columbus sighted land on his first voyage and came upon the Americas, even though he didn't know that's what it was.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative* *Think Pair Share*: Native Americans had been living in the Americas for thousands of years. The New World wasn't really new, except to the people from Europe. Once people in Europe heard about the new land between Europe and Asia, what do you think they did? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Ashamed

5 minutes

1. In the read-aloud you heard, “King Ferdinand and Queen Isabella were *ashamed* [of how they treated Columbus].”
2. Say the word *ashamed* with me.
3. *Ashamed* means feeling bad or guilty for something you have done, or because of how you have been treated.
4. You might feel ashamed if you grab a toy from a baby and the baby starts to cry.
5. Are there things Columbus and his crew did for which they should have felt ashamed? What were they? Use the word *ashamed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Columbus and his crew should have felt ashamed when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some phrases to you. If the person in the phrase might feel ashamed, say, “He or she should feel ashamed.” If the person wouldn’t feel ashamed, say, “He or she should not feel ashamed.”

1. a boy who takes a piece of gum from his mother’s purse without asking (He should feel ashamed.)
2. girls and boys who tease other children (The girls and boys should feel ashamed.)
3. a girl who wins her baseball game (She should not feel ashamed.)
4. a woman who honks her horn impatiently at people crossing the street (She should feel ashamed.)
5. a man who writes a great story (He should not feel ashamed.)



Complete Remainder of the Lesson Later in the Day



Further Adventures of Christopher Columbus

5_B

Extensions

15 minutes

Know-Wonder-Learn Journals

Read the following summary aloud to the students. “Columbus himself never knew he had gone to a continent other than Asia. He felt sure that he had found the Indies—he thought he just hadn’t landed in the right place to find all of the gold. Many explorers who came after Columbus said that he discovered a New World, which they called *America*. But Columbus wasn’t actually the first explorer to land in the Americas. And the New World wasn’t really new, except to the people from Europe. Native Americans had been living there for thousands of years. Christopher Columbus’s arrival was a terrible thing for the Native Americans. However, Columbus’s voyages did force two very different groups of people—Europeans and Native Americans—to learn about each other and share the things they made and the things they knew with each other. This was a big change from the time when Europeans didn’t even know that the continents of North and South America were there, and Native Americans didn’t even know that Europe was there.”

Tell students that today they will finish their Columbus KWL journals by drawing what they have learned about Columbus on the last page. Distribute the journals. Ask students to turn to the next blank page in their journals and to write an ‘L’ for *Learn* at the top of the page. Ask students to draw pictures showing what they have learned about Columbus. Tell them they can refer to the Image Cards and song or song verses for ideas. Circulate among students as they draw, asking them to describe what they are drawing. As time permits, write a brief caption for each student’s drawing. Encourage them to describe their pictures using domain vocabulary.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of Christopher Columbus. The other activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify the continents of North America, South America, Europe, Africa, and Asia
- ✓ Explain why Europeans wanted to travel to Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult
- ✓ Explain why Columbus called the land where he landed India and the inhabitants Indians
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed

Student Performance Task Assessment

10 Where Are We?

Materials: Instructional Master PP-1; Image Cards 9 (Europe), 10 (Asia), 11 (Africa), 12 (North America), 13 (South America)

Using Instructional Master PP-1, assess students' knowledge of the continents that were involved in Europeans' search for a route to Asia. You may wish to display Image Cards 9–13 as students complete this assessment. Read each of the following statements and ask students to circle the map on Instructional Master PP-1 that corresponds with the continent(s) described in the question.

1. People from Europe wanted to travel to the Indies in Asia five hundred years ago. People like the families of Giovanni and Sophia were seeking spices and riches. Which map shows Europe circled?
2. Europeans could not get to Asia by walking east since the land route was closed. Which map shows Asia circled?
3. Many navigators proposed sailing by ship around Africa. Which map shows Africa circled?
4. Columbus had a different idea than most navigators about getting to Asia. Instead of sailing east around Africa, Columbus wanted to sail west from Europe to get to Asia. But Columbus did not find Asia or India as he thought on his first voyage in 1492. [Emphasize that Columbus did not realize his mistake.] Later, European explorers realized that Columbus had found a new place that they had not known was there, and they called it the New World. What two continents did Columbus and other Europeans not know were there? What two maps show North American and South America circled?

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Class Book: Columbus and the Pilgrims

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about Columbus's voyages, such as where he thought he was, where he actually was, and any other pertinent information. Have each student choose one idea to illustrate, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *shore*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

You Were There: Christopher Columbus's Journey

Have students pretend that they were on the ship with Christopher Columbus. Ask students to describe what they saw and heard. Consider extending this activity by adding independent drawing associated with the "You Were There" concept.

The Size of a Ship

Materials: Measuring tape; masking tape

Ask students to recall the names of Columbus's three ships from his first voyage as well as the names of the king and queen of Spain who provided the ships. Tell students approximately how many feet long your classroom is, and how many classrooms put together would be as long as the *Niña* (50 feet), and how many classrooms put together would be as long as the *Santa María* (120 feet). The *Pinta* was somewhere in between the *Niña* and *Santa María* in terms of size. Consider marking out 50 feet and 120 feet on the ground with masking tape the next time you go out for recess to give students an idea about the size of each one of Columbus's ships. Remind students that Columbus and the sailors spent several months at sea aboard these ships during a voyage.

The Size of the World

Materials: Globe; grapefruit; orange

Explain that Columbus didn't know the world was so big. He knew the world was round, but pictured a much smaller sphere. You may wish to show students a large grapefruit and an orange. Explain that the grapefruit represents the actual size of the world while the orange represents how big Columbus and others in his day thought it was.



Colonies in Native American Lands

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of Europe and North America
- ✓ Identify the reasons the Pilgrims left England

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the Separatists' dissatisfaction with King James and their pilgrimage to the New World (RI.K.3)
- ✓ With prompting and support, describe an illustration of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to check and support understanding of the read-aloud (RI.K.7)
- ✓ With assistance, categorize and organize facts about Columbus and the Pilgrims into a timeline to answer questions (W.K.8)
- ✓ Add drawings or other visual displays to descriptions as desired to provide additional detail to a timeline of the events pertaining to Columbus and the Pilgrims (SL.K.5)
- ✓ Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages

- ✓ Distinguish “Colonies in Native American Lands” as a read-aloud that describes events that happened long ago from one that describes contemporary or current events

Core Vocabulary

colonies, *n.* Areas of land where native people are ruled by people from another country

Example: Many people wanted to start colonies in the new land.

Variation(s): colony

disappointed, *adj.* The feeling that things did not work out as expected or desired

Example: We were disappointed when the ice cream truck didn’t come down our street.

Variation(s): none

explorers, *n.* People who travel to unknown places

Example: The Europeans sent explorers across the ocean to discover new lands.

Variation(s): explorer

religion, *n.* A set of shared beliefs, often involving the worship of a higher being, which provide guidance for ways to live on Earth


Example: Martha says her daily prayers as part of practicing her religion.

Variation(s): religions

refused, *v.* Declined to do something

Example: My brother refused to put his boots on before he went out to play in the snow.

Variation(s): refuse, refuses, refusing

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|---|----------------|
| <i>Introducing the Read-Aloud</i> | Introduction to the Pilgrims | | 10 |
| | Where Are We? | world map | |
| | Essential Background Information or Terms | | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Colonies in Native American Lands | world map | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Disappointed | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Timeline | Image Card 14; masking tape; string, ruler, index cards | 15 |
| <i>Take-Home Material</i> | Family Letter | Instructional Master 6B-1 | * |



Colonies in Native American Lands

6^A

Introducing the Read-Aloud

10 minutes

Introduction to the Pilgrims

Remind students that Columbus's first voyage to America was in 1492. Ask if they remember what he was hoping to find. (gold and spices) Tell them that Columbus's voyages sparked European interest in what they believed was newly discovered land. Many people from Europe became interested in the Americas. Tell them that the next few read-alouds take place more than one hundred years after Columbus's first voyage. They tell the story of a group of people called the Pilgrims who traveled from Europe to America for very different reasons than Columbus did.

Where Are We?

Remind students that Columbus died believing that he had reached the Indies, but that future explorers proved him wrong. Many new discoveries were made over the next one hundred years, and the more people discovered, the more their map of the world changed.



◀ Show image 1A-1: Map of the world in 1492

Show students a map of the world in Columbus's time, and then show them a world map of today. Have students compare the two. Tell students that today's map looks very much like the map used during the time of today's read-aloud about the Pilgrims. Be sure to point out the continents and oceans on this map.

Tell students that today's read-aloud begins on the continent of Europe. Ask them if they remember the names of any European countries from the previous read-alouds. (Italy, Spain, etc.) Tell them that today's read-aloud takes place in a country called England. Locate England on a world map, and note its location relative to Spain, where King Ferdinand and Queen Isabella lived, and Italy, where Giovanni and Sophia lived.

Essential Background Information or Terms

Remind students that they are going to hear a story about a group of people called the Pilgrims. Then tell them that the Pilgrims were not always called Pilgrims. That is because the word *pilgrim* means someone who makes a very long journey, far from home. When the story first begins, the Pilgrims had not left home, so they were not pilgrims yet. Instead, they were known as the Separatists.

Purpose for Listening

Tell students to listen very carefully to the read-aloud to find out why the Separatists wanted to leave England.



Colonies in Native American Lands

◀ Show image 6A-1: Explorers

- 1 [Pause for responses.] That's right; it was Spain.
- 2 Explorers travel to unknown places to find or learn new things.
- 3 [Point to these places on the world map.]
- 4 North America and South America were not on Columbus's map, but are they on the map you looked at from one hundred years later?



◀ Show image 6A-2: *The Susan Constant*, *Godspeed*, and *Discovery* heading to the Jamestown settlement

- 5 Europeans began to settle in various places in America. Colonies are lands ruled by another country. Describe what you see in the picture. [If students mistakenly identify these three ships as Columbus's ships, explain that these are three different ships heading to the first permanent English colony in America, at Jamestown.]
- 6 or beliefs
- 7 Do you think this might have made some people unhappy if they had different beliefs than the king?



◀ Show image 6A-3: Church of England

Do you remember which country's king and queen helped Columbus sail across the ocean from Europe? ¹ Columbus was one of the first **explorers** to visit what they called the New World. ² But after Columbus's voyages, many other countries in Europe began sending their own explorers, hoping to find gold and jewels. Their men sailed westward from France, Portugal, The Netherlands, and England. ³ For the next one hundred years, European explorers and their ships sailed back and forth across the Atlantic Ocean, exploring the continent of North America and updating their maps based on their discoveries. ⁴

As time passed, the Europeans began to build **colonies** in America. ⁵ Years before, Columbus tried to start a colony in Hispaniola by claiming that the land he discovered belonged to King Ferdinand and Queen Isabella. Now, one hundred years later, other Europeans were doing the same thing. In 1607, the English people started one of the first colonies in the New World. They named it Jamestown after their ruler, King James I.

King James was well-liked by the English people, but sometimes he used his power badly. As head of the Church of England, King James declared that everyone in his kingdom must share his **religion**. ⁶ They must all attend the Church of England, the king's church, and pray as the king prayed. The English people had no choice. ⁷

Now, most people in England followed the king's command, but there were some English people who did not. One group was known as the Separatists. The Separatists had their own beliefs

- 8 The word *disappointed* means feeling that things did not work out as planned.
- 9 If they stopped going to the king's church, were they breaking his rules? What do you think will happen?
- 10 The Separatists said they would not go to the king's church on Sunday.
- 11 Here the word *fine* means to pay money as a form of punishment. The word *fine* can also mean good, acceptable, or OK.



- 12 Some people were not nice to them, which made the Separatists very unhappy about living in England.
- 13 That means that other people had a choice about what religion they wanted to practice.

about how to pray. They were **disappointed** with the king's church.⁸ So, they formed their own church and began meeting in homes.⁹

Well, when they **refused** to attend the Church of England, the king was furious.¹⁰ "If you miss the Sunday worship service," he told them, "you must pay a fine (or money). And," he warned them, "if you continue to miss church services, I will command my soldiers to arrest you and throw you in jail."¹¹

You can imagine how upset the Separatists became. They lived in fear of being arrested and thrown in jail. One woman whispered to a friend, "I think someone working for the king has been watching our house." Her friend looked around nervously to make sure that no one else was listening, and then said, "My husband thinks someone has been following us in the streets to see if we are going to our own prayer meetings instead of going to church. Who knows which of us might be next?"

◀ **Show image 6A-4: Separatists decide to leave England**

Life became harder and harder for the Separatists in England. Other people looked at them curiously, and they did not know what to do.¹² They heard that people in other countries were able to worship as they pleased.¹³ And so, the decision was made to leave Europe behind. They would look for a way to reach North America. The Separatists were about to begin a pilgrimage, or journey, to this continent that was brand new to them. From here on, they would be known as the Pilgrims.

Comprehension Questions

10 minutes

1. *Literal* After Columbus died, did any Europeans ever sail westward across the Atlantic Ocean again? (Yes, many more explorers followed Columbus to North America.)
2. *Inferential* The read-aloud says that the English wanted to start a colony in North America. Why do you think that they wanted to have colonies in this unknown place? (Answers may vary.)
3. *Inferential* What rule did King James have that the Separatists did not like? (He commanded that everyone practice his religion; they had to attend his church, the Church of England, and pray like he did.)
4. *Literal* How did the Separatists anger King James? (They refused to attend the king's church, the Church of England.)
5. *Literal* What happened to people who wouldn't go to the Church of England? (They had to pay the king money and risk being arrested.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* If you were a Separatist, how would you feel about moving all the way across the ocean? Tell why. (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Disappointed

5 minutes

1. In the read-aloud you heard, “[The Separatists] were *disappointed* with the king’s church.”
2. Say the word *disappointed* with me.
3. Disappointed is the feeling you get when something isn’t what you expected or hoped for, or when something you wanted to happen didn’t happen.
4. You might feel disappointed if you really wanted chocolate ice cream and the ice cream shop ran out of chocolate.
5. Tell me about a time you felt disappointed. Use the word *disappointed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt disappointed when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences to you. If you might feel disappointed by the occasion described in the sentence, say, “I would feel disappointed.” If you wouldn’t feel disappointed, say, “I would not feel disappointed.”

1. You got the bicycle you wanted for your birthday. (I would not feel disappointed.)
2. It rained on a day you were hoping to go to the beach. (I would feel disappointed.)
3. Your friend got sick and couldn’t come over to play. (I would feel disappointed.)
4. Pizza was for dinner, and it’s your favorite food. (I would not feel disappointed.)
5. You planted a seed, and it didn’t grow. (I would feel disappointed.)



Complete Remainder of the Lesson Later in the Day



Colonies in Native American Lands

6_B

Extensions

15 minutes

Timeline

Create a timeline using an eight- to ten-foot length of string and nine index cards. Stretch the string across a wide expanse of wall, marking it off in one-foot increments. Label seven of the index cards with a calendar date, using the following dates: 1400, 1500, 1600, 1700, 1800, 1900, and 2000.

Place the first index card (1400) at the beginning of the string on the left-hand side. Then, place each of the other index cards in order, leaving one foot for each span of one hundred years. Leave some room beyond the final 2000 date for recording the date of the current year.

Remind students that the read-alouds they have been hearing are true stories from a very long time ago. Point to the timeline that you have created, and ask them to guess what it might be. Tell them that it is called a timeline. Explain to them that the numbers on each of the index cards are calendar dates. Ask if anyone can read any of the numbers. If not, point to 2000 and say, “This is the year 2000.” Once you have an answer, tell them that you are going to make a new index card with the current year written on it. Write it on an index card and tape it to the right of the year 2000. If you have a class picture, tape it above the number. Then, count backwards together to the other end of the timeline: 2000, 1900, 1800 . . . until you reach 1400. Ask if anyone can guess how many years are between each number. Ask if anyone can guess why the timeline begins with 1400. Tell them that you started with the year 1400 because Columbus sailed to North America in the 1400s. Ask if anyone remembers the actual year of his first voyage. (1492) Write the number on an index card and tape it just to the left of 1500, explaining that it was at the end of the 1400s, nearly 1500 when Columbus sailed. Then, tape Image Card 14 (Columbus) above the date.

If time permits, reinforce the one-hundred-year increments by counting by 100s. Point to 1400 and jump to 1500, 1600, 1700, etc., saying, “one hundred, two hundred, three hundred . . . ” Tell students that you will add to the timeline as you learn more about the Pilgrims. Ask if anyone wants to make a guess about where the Pilgrims will be on the timeline.

Take-Home Material

Family Letter

Send home Instructional Master 6B-1.



The Voyage of the Mayflower

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of Europe and North America
- ✓ Describe the Pilgrims' voyage on the *Mayflower*

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use a combination of drawing, dictating, or writing to present information learned in “The Voyage of the *Mayflower*” (W.K.2)
- ✓ Add drawings to descriptions of what life in America will be like for the Pilgrims to provide additional detail (SL.K.5)
- ✓ Ask questions beginning with the word *what* about ships (L.K.1d)
- ✓ Prior to listening to “The Voyage of the *Mayflower*,” identify what they know and have learned about the Separatists

Core Vocabulary

cargo, n. Goods that are transported by land, sea, or air

Example: The furniture truck was loaded down with heavy cargo.

Variation(s): cargoes

destination, n. The place someone plans to go

Example: The dancers rode to the concert hall, their final destination.

Variation(s): destinations

glory, *n.* Praise or honor given to someone who is important or does something good

Example: The family gave glory to the fireman who saved their kitten.

Variation(s): glories

overboard, *adv.* Over the side of a boat or ship into the water


Example: The fish I caught flopped overboard right after I got it off the hook.

Variation(s): none

passenger, *n.* A person traveling in or on a vehicle, vessel, or other means of transport

Example: There was only one passenger riding on the trolley.

Variation(s): passengers

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|---|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | Image Card 15; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.] | 10 |
| | Essential Background Information or Terms | | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The Voyage of the <i>Mayflower</i> | world map; monthly calendar | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | world map or globe | 10 |
| | Word Work: Glory | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Syntactic Awareness Activity: Question Word <i>What</i> | | 15 |



The Voyage of the Mayflower

7A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you create a Pilgrim Song Chart on chart paper, a chalkboard, or a whiteboard by writing the lyrics for the new verse below. Post Image Card 15 (Separatists) above the new verse.



◀ Show image 6A-4: Separatists decide to leave Europe

Review the previous read-aloud about the Separatists' difficulties in England. Ask students why the Separatists decided to leave England. To reinforce the lesson, teach students the following verse to the tune of "I'm a Little Teapot." As you point to Image Card 15, have them sing it with you the second time:

I'm a Separatist and I believe

The Church of England is not for me.

I meet with my good friends to secretly pray

Now we've decided to move away.

Essential Background Information or Terms

Read the last two lines of the previous read-aloud to the students: "The Separatists were about to begin *pilgrimage*, or journey, to the New World. From here on, they would be known as the Pilgrims." Tell students that a pilgrimage usually refers to a special kind of trip, one made for religious reasons, like that of the Separatists. People who go on a pilgrimage are called pilgrims. So, the Separatists became pilgrims when they decided to make the long journey across the ocean to worship as they pleased. Explain to students that this particular group of Separatist pilgrims is known in America today simply as the Pilgrims. For that reason, in today's read-aloud they will be called the Pilgrims, not the Separatists.

Purpose for Listening

Tell students that today's read-aloud is about the Pilgrims' trip to the New World. Tell them to listen carefully to find out what happens on their journey across the Atlantic Ocean.



The Voyage of the *Mayflower*

◀ Show image 7A-1: Boarding the *Mayflower*

1 [Point to England on a world map and then to North America.] The Pilgrims are going from Europe to America.

2 Passengers are people just traveling on the ship, not the crew sailing it.

On a warm September day in the year 1620, 102 men, women, and children gathered in the port town of Plymouth, England. They walked up the gangplank of a small sailing ship, bound for a new life in America.¹ Most of the **passengers** were Separatists.² They were not only leaving their country behind, but they were leaving their identity as Separatists behind as well. They were now pilgrims, making a pilgrimage in search of religious freedom in the New World.



◀ Show image 7A-2: Between decks on *Mayflower*

3 It was not meant to be a ship to carry people.

4 or goods

The name of their ship was the *Mayflower*. It was not meant to be a passenger ship.³ Rather, it had been used to carry **cargo**⁴ to and from France for many years. The Pilgrims were crowded into an area beneath the main deck along with the ship's cannons. "We do not expect trouble," the ship's master told the Pilgrims, "but we must be ready in case it comes. Pirates patrol these waters, looking for treasure and waiting to capture unprotected ships."



◀ Show image 7A-3: Pilgrims on deck

5 They were seasick.

6 or crowded

The passengers took turns going up on deck for fresh air and exercise. Despite the calm seas, a few of the passengers, unused to the constant motion of the ship, felt ill.⁵ The air between decks was often stale, adding to their discomfort. Gradually, they grew used to their cramped⁶ conditions on board the *Mayflower*. The Atlantic Ocean, however, was only waiting until they were far from shore to spring her traps on them. "Storm clouds, Cap'n!" cried a sailor one day.



◀ Show image 7A-4: *Mayflower* during storm

7 *Overboard* means to go over the side of the ship

"Aye-aye," replied the captain. "See to it that everything is tied down so it won't wash **overboard** if we start taking on heavy seas. Warn the passengers to do the same."⁷

Soon enough, the storms and high winds of the North Atlantic struck with fury.

Now, even those who had so far been untroubled by the ship's motion felt sick. The *Mayflower*, tossed high on huge waves, was lifted and dropped down forcefully again and again. Rains poured down upon the ship, and dripped between the decks. A few men offered to help the crew. One was tightening some ropes when a great wave hit the *Mayflower* from the side. Before he could grab his rope, the wave struck with all its might. With a cry, the man was thrown over the side.



← **Show image 7A-5: *Mayflower* storm—man overboard**

- 8 You heard the word *navigator* in an earlier lesson. Who remembers what a navigator is?

“Man overboard!” yelled the ship’s navigator.⁸ Three men rushed to the side of the ship, throwing ropes toward the struggling man. He managed to grasp one of them and held on desperately as he disappeared beneath the water. Sputtering and gasping for air, he bobbed up to the surface, still holding the rope in his hands. The sailors drew him closer to the ship and, reaching over the side, one of the sailors grasped the man’s arm and pulled him to safety. Fortunately, the storm soon blew itself out, but the passengers remembered their fear. After that, few of them dared to go on deck except in smooth seas.



← **Show image 7A-6: Spotting land**

- 9 They left in September, so they’ve been on the ship for almost two months. [If a monthly calendar is available, show two pages on a monthly calendar.]

At last, on a clear, cold November day, the cry went up, “Land, ho!”⁹

“**Glory** to God!” the Pilgrims cried.¹⁰ They had crossed the wide ocean and reached the eastern shores of North America at last.¹¹

- 10 *Glory* means praise or honor.
- 11 [Point to England on a world map and then to North America.] The Pilgrims left Europe and arrived in America.
- 12 or landing place
- 13 [Point to North America.] Who else do you know about who already lived there? (Native Americans)

The Pilgrims had no idea what to expect of the new land ahead of them, but they had heard stories of native people living there. So, while they called their **destination**¹² the New World, perhaps it was not such a new world after all.¹³

Comprehension Questions

10 minutes

1. *Inferential* Who were the people sailing to America? (Separatists from England) On what continent did they start their voyage? (Europe) To what continent were they traveling? (North America) [Ask for two student volunteers to identify both continents on a world map or globe.]
2. *Inferential* Why were they called pilgrims? (Pilgrims travel long distances, often for religious reasons, and that is what the Separatists were doing.)
3. *Literal* What was the name of the ship that carried the Pilgrims to America? (the *Mayflower*)
4. *Inferential* What is the difference between a cargo ship and a passenger ship? (A cargo ship carries goods; a passenger ship carries people.) What might a passenger ship have on it that a cargo ship would not? (Answers may vary.)
5. *Inferential* Were the Pilgrims comfortable as passengers on the *Mayflower*? (no) Why not? (They were on a cargo ship, not a passenger ship. It was cramped, and they had to stay between decks. The air was stale, and many got seasick.)
6. *Inferential* What dangers did they face on the ocean? (pirates, storms, big waves, falling overboard)
7. *Evaluative* Which danger on the sea would be most frightening for you if you crossed the ocean on a ship like the *Mayflower*? (Answers may vary.)
8. *Evaluative* How do you think the Pilgrims felt when they finally sighted land after two months at sea? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Tell your partner what you think the new land will look like and whether the Pilgrims will find other people living there. (Answers may vary.)

Word Work: Glory

5 minutes

1. In the read-aloud you heard, the Pilgrims said, “*Glory* to God!”
2. Say the word *glory* with me.
3. *Glory* means praise or honor given to someone who is important or does something good. The Pilgrims believed that their god helped to bring them safely across the ocean, so they wanted to praise him.
4. If someone is the star of her basketball team, she might get a lot of glory.
5. Tell me about someone important who deserves glory. Use the word *glory* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ deserves glory.”]
6. What’s the word we’ve been talking about?

Use a *Terms from the Read-Aloud* activity for follow-up. Directions: I am going to name some of the people from the read-alouds. If you think the person described deserves glory for his/her actions, say, “He or she deserves glory.” If s/he doesn’t deserve glory, say, “He or she does not deserve glory.”

1. the man who rescued another man from drowning (He deserves glory.)
2. pirates who stole from ships on the seas (They do not deserve glory.)
3. Pilgrims who worked hard to build a new home (They deserve glory.)
4. the Mayflower’s navigator who steered the ship safely across the ocean (He deserves glory.)



Complete Remainder of the Lesson Later in the Day



The Voyage of the Mayflower

7_B

Extensions

15 minutes

↔ Syntactic Awareness Activity: Question Word *What*

Directions: Today we are going to practice answering questions that use the question word *what*.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

1. We ask questions by using question words. When people ask a question using the question word *what*, they are asking a question about things.



◀ Show image 7A-4: *Mayflower* during storm

2. Look at this picture and answer my question using a complete sentence. *What* is sailing on the ocean in this image? [Allow students to respond and then restate student responses for proper sentence structure.] (*The Mayflower* is sailing on the ocean. The *ship* is sailing on the ocean.)
3. Which word in the question let you know that my question was about the thing in the image? (*what*)
4. Now repeat the question after me. That means you say what I say. *What* is sailing on the ocean? [Encourage students to repeat the question.] Now, repeat the answer after me. *The Mayflower* is sailing on the ocean. The *ship* is sailing on the ocean. [Encourage students to repeat the answer.] Remember, *what* is a question word used to ask questions about things.



◀ Show image 3A-8: Additional signs of land

5. Look at this picture and answer my question using a complete sentence. *What* is flying over the water in this image? [Allow students to respond and then restate student responses for proper sentence structure.] (*A flock of birds* is flying over the water.)

6. Which word in the question let you know that my question was about the thing in the image? (*what*)
7. Now, repeat the question after me. That means you say what I say. *What* is flying over the water in this image? [Encourage students to repeat the question.] Now, repeat the answer after me. *An albatross* is flying over the water. [Encourage students to repeat the answer.] Remember, *what* is a question word used to ask questions about things.



◀ **Show image 2A-1: King at window**

8. Look at this picture and answer my question using a complete sentence. *What* is on the king's head in the image? [Allow students to respond and then restate student responses for proper sentence structure.] (*The crown* is on the king's head.)
9. Which word in the question let you know that my question was about the thing in the image? (*what*)
10. Now, repeat the question after me. That means you say what I say. *What* is on the king's head in the image? [Encourage students to repeat the question.] Now, repeat the answer after me. *The crown* is on the king's head. Remember, *what* is a question word used to ask questions about things.
11. Work with your neighbor to ask and answer a question using question word *what*.



The Wampanoag

8

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain the significance of Plymouth Rock
- ✓ Describe the Pilgrims' first interaction with the Wampanoag

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic of “The Wampanoag” as the first interaction between the Pilgrims and the Wampanoag (RI.K.2)
- ✓ Identify new meanings for the word *log* any apply them accurately (L.K.4a)
- ✓ Demonstrate understanding of the adjective *fascinated* by relating it to its opposite, *bored* (L.K.5b)
- ✓ Prior to listening to “The Wampanoag,” identify what they know and have learned about the Pilgrims
- ✓ Make predictions prior to listening to “The Wampanoag” and then compare the actual outcomes to predictions

Core Vocabulary

chief, n. Someone who is the leader of a group

Example: The chief decided when the tribe would move to new hunting grounds.

Variation(s): chiefs

fascinated, adj. So interested and attracted to something that you give all your attention to it

Example: The tour group was fascinated by the size of the Hope Diamond on display.

Variation(s): none

legend, n. A traditional story that may or may not be true

Example: My grandmother told me a legend to explain the meaning of the seashell.

Variation(s): legends

survival, n. An ability to live through difficult times


Example: The people who were trapped in the building needed water for survival.

Variation(s): none

tribe, n. A group of people who share the same language, customs, and beliefs

Example: Many Native American tribes grew corn and hunted wild animals.

Variation(s): tribe

| At a Glance | Exercise | Materials | Minutes |
|--|--|--|---------|
| Introducing the Read-Aloud | What Have We Already Learned? | Image Cards 16 and 17; Pilgrims Song Chart; timeline, index card [This exercise requires advance preparation.] | 10 |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Wampanoag | | 10 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Fascinated | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Multiple Meaning Word Activity: Log | Poster 5M (Log) | 15 |



The Wampanoag

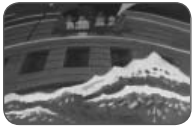
8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you add the lyrics for the new verse below to the Pilgrims Song Chart. Post Image Card 16 (*Mayflower*) above the new verse.



◀ Show image 7A-3: Pilgrims on deck

Review the previous read-aloud in which the Pilgrims sailed across the Atlantic Ocean. Ask students to recall the name of their ship (*Mayflower*) and some of the dangers they faced. Remind students that you will start off each day by learning a song about the read-aloud from the day before, to review what they have learned.

As you point to Image Card 16, ask students to listen to the following verse to the tune of “I’m a Little Teapot,” and then have them sing it with you the second time:

I am the Mayflower. I’m the ship

To take the Pilgrims on their trip.

They are sailing west to the colonies

So they can worship as they please.

Say, “In the previous read-aloud, we learned that the Pilgrims sailed and landed in the year 1620. Let’s see where that belongs on the timeline we made a few days ago.” Make an index card with the year 1620 on it and tape it to the appropriate place on the timeline. Then place Image Card 17 (Pilgrims) above it on the timeline. Point out that the date the Pilgrims sailed is closer to that of Columbus’s voyage in 1492 than it is to today.

Remind students that both of these stories happened hundreds of years ago.

Purpose for Listening

Tell students to listen carefully to find out what the main topic, or main idea, of this lesson is.



The Wampanoag

← Show image 8A-1: Massachusetts on a world map

- 1 Do you remember what an anchor is?
- 2 A legend is an often-told story that may or may not be true.

The Pilgrims anchored in a harbor off the coast of what we now call Massachusetts.¹ According to **legend**, when they were looking for a good spot to land, they saw a huge rock sticking out of the water near the shore.²



← Show image 8A-2: Landing at Plymouth Rock³

- 3 They used a little boat to get people off the big ship. Do you remember what the Pilgrims' ship was called? (*Mayflower*)
- 4 Where have you heard the name Plymouth before? (It was the name of the town in England where the Pilgrims started their voyage.)

One of them exclaimed, "That rock is dry and level. It looks like the perfect place to go ashore without slipping." And so, one by one, the Pilgrims climbed out onto the rock. They named it Plymouth Rock.⁴

If you visit Massachusetts today, you can still see Plymouth Rock—or at least a rock that could have been Plymouth Rock. No one really knows.

What we do know is that when the Pilgrims first landed in America, they slept aboard the *Mayflower* until they could decide on the best place to start their colony. After exploring for days, they found an acceptable site. Once they were all ashore, the first thing they did was to get down on their knees. "Let us raise a prayer to thank God for arriving safely in our new home," they said.



← Show image 8A-3: Planning the new settlement

- 5 Here the word *log* means something made from trees. The word *log* can also refer to a journal or written record of something.
- 6 [Discuss why they might have chosen the name Plymouth.]

Of course, it was not really a home yet. Much difficult work lay ahead. They gathered supplies from the *Mayflower* and, braving cold November winds, they set about clearing the land. They rushed to build log homes before the snows of winter came, and they decided upon a name for their new settlement.⁵ They named it Plymouth Colony.⁶



← Show image 8A-4: Meeting Samoset

One day, as the Pilgrims were working in their new colony, two strangers stepped out from the forest. They stopped what they

7 *Fascinated* means very interested in something.

8 the English people who lived in Plymouth Colony

9 You learned the word *tribe* when we studied Native Americans. What does *tribe* mean? (a group of people who share the same language, customs, and beliefs)

10 [Point to the Native American man in the center of the picture.] How do you think he will become their greatest friend?

11 Let's say that together: "tiss-SKWAHN-tum."



12 You also learned the word *chief* when we studied Native Americans. What is a chief? (the leader of the tribe)

13 [Point to the Native American man in the picture.]

14 *Survival* means being able to live. Why do you think the Pilgrims' survival was dependent upon the Wampanoag tribe? In other words, why did the Pilgrims need the help of the Wampanoag Native Americans?

were doing and stared, **fascinated** by what they saw.⁷ The men did not look at all like them, and at first the Pilgrims were alarmed by their appearance. The settlers stood quietly as the men came closer and closer. They must be Native Americans, they thought to themselves. Were they friends or enemies? They weren't too sure.

Then . . . one of the strangers smiled! Suddenly the sense of danger was gone. One of the men introduced himself as Samoset and told the colonists⁸ that he was a member of the Wampanoag (WAHMP-ann-oh-ag) **tribe** of Native Americans.⁹

A few days later, Samoset reappeared with the man who would turn out to be the Pilgrims' greatest friend.¹⁰ "I am Tisquantum (tiss-SKWANN-tum)," he told them.¹¹ "I am of the Wampanoag people, and I have come to help you." He held out his hand in friendship to them and, one by one, the colonists stepped forward to shake his hand. Tisquantum, or Squanto as he was called, was able to talk to the Pilgrims because he spoke English. When he was younger, he was forced by Spanish explorers to go to Spain with them. He was able to get free and travel to England, where he learned to speak English. He was then able to get back to his home country.

The Pilgrims did not yet know it at this point, but life was about to get much, much easier. Their lives would get easier, in part, because Squanto was not the only Wampanoag who helped them.

← **Show image 8A-5: Chief Massasoit**

The Wampanoag *sachem* (SAY-chum), or **chief**, became a great and important friend to the colonists.¹² The chief's name was Massasoit (mass-uh-SOH-it).¹³ Massasoit gave the colonists his word that the Wampanoag tribe would gladly share their land as long as the colonists took care of it. "We will teach you how to live in harmony with nature," he told them. Being on friendly terms with the Wampanoag was very important to the Pilgrims' **survival**.¹⁴

Comprehension Questions

10 minutes

1. *Literal* What was the main topic, or main idea, of this lesson? (The Pilgrims entered a strange new land and needed help from the native people to survive there.)
2. *Literal* What is the legend of Plymouth Rock? (traditional story told about the Pilgrims' first landing in the New World, on a rock near shore)
3. *Evaluative* If you were one of the Pilgrims and had to choose a good place to start a colony, what would you look for? (Answers may vary.)
4. *Inferential* How did the Pilgrims feel when they first saw Samoset come out of the forest? (fascinated, afraid) Why? (He looked different from them, and they were not sure if he was a friend or an enemy.)
5. *Literal* To which tribe of Native Americans did Squanto and Chief Massasoit belong? (Wampanoag) Where did the Wampanoag live? [Show image 8A-1 if necessary.] (in Massachusetts near the Plymouth Colony)
6. Why was Squanto able to talk to the Pilgrims in their own English language? (He had been forced to go to Spain, but then got to England, where he learned the English language. He then returned to Massachusetts.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* The read-aloud says that the Pilgrims needed the Wampanoag in order to survive. Name some of the ways that you think the Wampanoag might help the Pilgrims survive. (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Fascinated

5 minutes

1. In the read-aloud you heard, "[The Pilgrims] were *fascinated* by what they saw."
2. Say the word *fascinated* with me.
3. *Fascinated* means that something is so interesting, it captures your full attention.
4. I am fascinated by rainbows. I just have to stop and stare when I see one.
5. Tell me about something with which you are fascinated. Use the word *fascinated* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I am fascinated by . . ."]
6. What is the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *fascinated* is *bored*. *Bored* means a lack of interest in doing something. I am going to read some sentences describing different situations. If the situation describes someone who is fascinated, say, "He or she is fascinated." If it describes someone who is bored, say, "He or she is bored."

1. Miguel whined that he was tired of waiting in line at the grocery store. (He was bored.)
2. Lakeesha's baby sister giggled and smiled every time Lakeesha shook a colorful rattle. (She was fascinated.)
3. I am so interested in this book about castles that I don't even want to stop reading to eat dinner. (I am fascinated.)
4. I fell asleep in the car on the way to my aunt's house because there was nothing to see out the windows. (I was bored.)



Complete Remainder of the Lesson Later in the Day



The Wampanoag

8_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Log

1. [Show Poster 5M (Log).] In the read-aloud you heard, “They rushed to build *log* homes before the snows of winter came, and they decided upon a name for their new settlement.” [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Log* can also mean something else. *Log* also refers to a written record of events. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. [Point to the log that is used to build things, such as homes or furniture.] With your partner, talk about what you think of when you see this kind of log. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of log, I think of a building, a fireplace, a table, etc.)
4. [Point to the person writing in a log.] Now with your partner, talk about what you think of when you see this kind of log. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of log, I think of writing, a record of something, etc.)



Thanksgiving

9

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the Pilgrims' first year in America
- ✓ Describe the first Thanksgiving Day celebration

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of the First Thanksgiving and use pictures accompanying "Thanksgiving" to check and support understanding of the read-aloud (RI.K.7)
- ✓ Prior to listening to "Thanksgiving," identify what they know and have learned that may be related to the specific story or topic to be read aloud
- ✓ Retell important facts and information from "Thanksgiving"

Core Vocabulary

celebration, n. A party, especially one that marks a special event

Example: We played games at my birthday celebration.

Variation(s): celebrations

crops, n. Plants that are grown and harvested, often for eating

Example: The three main crops of the tribe were corn, squash, and beans.

Variation(s): crop

harvest, n. Crops collected at the end of the growing season
Example: Fall is the time of year when many farmers take their harvest to market.

Variation(s): harvests

store, v. To save things for another time


Example: Squirrels store nuts in the hollows of trees to eat during the winter.

Variation(s): stores, stored, storing

wisdom, n. Good sense and smarts, often based on knowledge and experience, usually gotten over time

Example: My dad showed wisdom when he covered the sandbox before the rain.

Variation(s): none

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--------------------------------------|---|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | Image Card 18; Pilgrims Song Chart [This exercise requires advance preparation.] | 10 |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Thanksgiving | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Celebration | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | On Stage | Image Cards 15, 16, 18, 19; Pilgrims Song Chart [This exercise requires advance preparation.] | 15 |



Thanksgiving

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you add the lyrics for the new verse below to the Pilgrims Song Chart. Post Image Card 18 (Landing at Plymouth Rock) above the new verse.



◀ Show image 8A-2: Landing at Plymouth Rock

Review the previous read-aloud in which the Pilgrims landed at Plymouth Rock, working hard to build a new colony. Remind students that you will start off each day by repeating the song from the day before, to review what they have learned. As you point to Image Card 18, sing the following to the tune of “I’m a Little Teapot,” and then have them sing it with you a second time:

I am Plymouth Rock and some folks say

The Pilgrims stepped on me one day.

Don’t know if that’s true but I do know

That I’m the place where tourists go.

Purpose for Listening

Tell students that the title of today’s read-aloud is “Thanksgiving.” Tell them that today they are going to hear a story about what many people consider to be the first Thanksgiving in America. They should listen carefully to find out who celebrated the first Thanksgiving and why we still celebrate Thanksgiving in America today.



Thanksgiving

◀ Show image 9A-1 Frames of homes being stripped

The Wampanoag tribe had lived in the area for a very long time, and they shared their **wisdom**¹ with the Pilgrims. “We live on the coast² most of the year,” they told them, “but we move inland each autumn to get away from the cold winter winds that roar in from the open sea.”³ Because their homes were made of fur and hide stretched over wooden tent poles, they simply left one set of poles in place inland and a second set in place near the ocean. They took the hide coverings⁴ back and forth between their two homes.

- 1 or knowledge and experience
- 2 by the water
- 3 So the Wampanoag didn’t live in the same home all year—they moved when the weather changed.
- 4 [Point to them in the picture.]



◀ Show image 9A-2: Wampanoag man with deer in forest

“In autumn,” the Wampanoag told the Pilgrims, “we fish in the rivers for freshwater fish. We hunt in the forests and fields for deer, turkey, beaver, otter, and moose. These give us fresh meat, and we also **store**⁵ some of it to eat during the cold, snowy winter. Fresh food is much harder to find then.”

- 5 or put away



◀ Show image 9A-3: Pilgrims’ first winter

There was little time for the Pilgrims to hunt and fish now, and they worried that they may not have enough food for the winter. But the Wampanoag gladly shared meat from their hunts and fish from the sea, as well as dried fruits and nuts. Without the help of Squanto and Massasoit, the Pilgrims may never have survived that first, hard winter in the New World.⁶

- 6 Which one was the chief of the Wampanoag tribe? (Massasoit)



◀ Show image 9A-4: Squanto helps Pilgrims

But survive they did.⁷ And when spring came, the Wampanoag led the Pilgrims to rivers and to the sea, teaching them the best methods to catch fish. They taught them how to plant **crops**⁸ that they had never seen before, including the Native American’s most important crop: corn.

- 7 If they survived, does it mean the Pilgrims made it through the hard winter?
- 8 or vegetables



← **Show image 9A-5: Pilgrims and Wampanoag together**

9 Here *harvest* refers to all their crops that were now ready for eating.

10 or party

The Pilgrims and the Wampanoag managed to live peacefully as neighbors and friends. When fall came again, they gathered in their **harvest**.⁹ The Pilgrims were grateful to have survived a full year. They thanked God for bringing them to this new land where they could live freely, following their own religion. The Pilgrims held a three-day harvest **celebration**,¹⁰ and invited their Wampanoag friends to join them for the feast.



← **Show image 9A-6: First Thanksgiving**¹¹

11 What do you see in the picture?

12 It is a little like the story of Plymouth Rock. Who remembers what we call those traditional stories that may or may not be true? (legends)

13 We still celebrate this feast in modern times once a year. Can you guess what we call this feast?

The story of the members of the Wampanoag tribe gathered around the Pilgrims' table, feasting together that fall day in 1621, is told over and over and over again in America.¹² We are not sure of the details. We do know that the Native Americans had celebrated a harvest festival for hundreds of years before the Europeans arrived. This was probably the first time that Europeans and Native Americans celebrated together.¹³



← **Show image 9A-7: Pilgrims**

14 Even though the Pilgrims and the Wampanoag were very different, they shared the land and their food with one another.

This feast that took place in Massachusetts nearly four hundred years ago has become known as the first Thanksgiving. Every November, all across America, families and friends gather together on Thanksgiving Day to give thanks and remember the long-ago friendship between the Wampanoags and the Pilgrims. To Americans, that first Thanksgiving is important because it represents the best of the United States of America: different types of people living together peacefully and learning from one another.¹⁴

Comprehension Questions

10 minutes

1. *Inferential* The read-aloud tells us that the Wampanoag moved their homes between the ocean and the inland forests. When did they do this and why? (They moved with the seasons, taking advantage of fishing at the coast in summer and moving in the autumn to hunt in the forests. They stayed inland where it was warmer for the winter.)
2. *Inferential* How did the Pilgrims survive the first winter in the New World? (The Wampanoag shared food with them.)
3. *Literal* How did the Wampanoag share their wisdom with the Pilgrims? In other words, what did the Wampanoag people teach the Pilgrims how to do? (plant crops and gather the harvest, hunt, fish, store food)
4. *Literal* What did the Pilgrims decide to do to celebrate surviving their first full year, including winter? (have a feast or celebration with the Wampanoag)
5. *Literal* We still celebrate this feast every year in November. What is it called? (Thanksgiving)
6. *Inferential* Turkey and corn are both traditional foods to have on Thanksgiving Day. Why do you think that is? (They are foods that the Pilgrims and the Wampanoag probably shared on that first Thanksgiving Day.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were a member of the Wampanoag tribe, how would you have felt about the Pilgrims coming to settle on your land? (Answers may vary.) What would you say to the Pilgrims? (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Celebration

5 minutes

1. In the read-aloud you heard, "The Pilgrims held a three-day harvest *celebration*."
2. Say the word *celebration* with me.
3. *Celebration* is another word for party, especially one to mark a special date.
4. My school had a celebration at the end of the school year.
5. Tell me about a celebration that you have had. Use the word *celebration* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One celebration I attended was . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences. If the sentence describes a celebration, say, "That is a celebration." If not, say, "That is not a celebration."

1. Mom took my sister and me to the dentist. (That is not a celebration.)
2. We waved flags and watched fireworks on the Fourth of July. (That is a celebration.)
3. My parents went out for dinner on their wedding anniversary. (That is a celebration.)
4. Carlos swam across the pool with his friends. (That is not a celebration.)
5. Penny invited friends to eat cake with her on her birthday. (That is a celebration.)



Complete Remainder of the Lesson Later in the Day



Thanksgiving

9_B

Extensions

15 minutes

On Stage

Note: Prior to the lesson, it is recommended that you add the lyrics for the final verse below to the Pilgrims Song Chart. Place Image Card 19 (Thanksgiving Feast) about the new verse.

Students have now learned several song verses to help reinforce the story of the Pilgrims. Using Image Cards 15, 16, and 18, review each of the following verses with the students:

I'm a Separatist and I believe

The Church of England is not for me.

I meet with my good friends to secretly pray

Now we've decided to move away.

I am the Mayflower. I'm the ship

To take the Pilgrims on their trip.

They are sailing west to the colonies

So they can worship as they please.

I am Plymouth Rock and some folks say

The Pilgrims stepped on me one day.

Don't know if that's true but I do know

That I'm the place where tourists go.

Divide students into three groups: Separatists, *Mayflower*, and Plymouth Rock, and assign to each group its corresponding verse. Have them decide how to perform their assigned verse for the class.

To complete the story, teach students the following final verse about Thanksgiving. You may reference Image Card 19, posted above the verse.

We're the Wampanoag and we live here.

The Pilgrims survived their very first year.

We planted lots of crops including maize.

Let's share a meal and all give praise.

Tell students that *maize* is another word for the most important crop the Pilgrims and Wampanoag planted. Ask what crop was their most important. (corn)



Domain Review

DR

Note to Teacher

You should pause here and spend one day reviewing and reinforcing the material taught in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in this Domain

Students will:

- ✓ Identify the continents of Europe, Africa, Asia, North America, and South America
- ✓ Explain why Europeans wanted to travel to Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult
- ✓ Explain why Columbus called the land where he landed *India* and the inhabitants *Indians*
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed
- ✓ Identify the reasons the Pilgrims left England
- ✓ Describe the Pilgrims' voyage on the *Mayflower*
- ✓ Explain the significance of Plymouth Rock
- ✓ Describe the Pilgrims' first interactions with the Wampanoag

- ✓ Describe the Pilgrims' first year in America
- ✓ Describe the first Thanksgiving Day celebration

Review Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Pilgrims Song Chart Review

Materials: Image Cards 15, 16, 18, 19; Pilgrims Song Chart

Tell students that you will be reviewing the information they learned about the Pilgrims by using a song. Divide students into four groups, and assign each group one of the Pilgrims song verses they learned during the lessons. Have each group of students stand together next to the applicable Image Card (see order above) and the respective song verse. Tell them that they are each going to explain what their song verse is about and then sing their song verse together. Give them time to prepare. Then go around to help each group decide what they will share and to help them learn their song verse. Once students are ready, have each group present in order.

For your convenience, here are the song lyrics that were introduced in the Pilgrims lessons:

I'm a Separatist and I believe

The Church of England is not for me.

I meet with my good friends to secretly pray

Now we've decided to move away.

I am the Mayflower. I'm the ship

To take the Pilgrims on their trip.

They are sailing west to the colonies

So they can worship as they please.

I am Plymouth Rock and some folks say

The Pilgrims stepped on me one day.

Don't know if that's true but I do know

That I'm the place where tourists go.

We are the Wampanoag and we live here.

The Pilgrims survived their very first year.

We planted lots of crops including maize.

Let's share a meal and all give praise.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular event; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give the students a key domain concept or vocabulary word such as *passenger*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Class Book: Columbus and the Pilgrims

Materials: Drawing paper, drawing tools

If you started a class book earlier in the domain, tell the class or a group of students that they are going to complete the book to help them remember what they have learned in this domain. Have the students brainstorm important information about the Pilgrims, the Mayflower, the Wampanoag, and the first Thanksgiving. Have each student choose one idea to illustrate, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Columbus and the Pilgrims*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II of the assessment addresses the core content targeted in *Columbus and the Pilgrims*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Journey:** Taking a long trip across the ocean can be a dangerous journey. (smiling face)
2. **Spices:** The Native Americans used spices to make their clothes. (frowning face)
3. **Navigators:** Navigators planned the journeys and controlled the ships in Columbus's time. (smiling face)
4. **Crews:** The crews cleaned the ship, cooked the food, and carried out the commander's orders. (smiling face)
5. **Rulers:** Kings and queens were the rulers of Europe during Columbus's time. (smiling face)
6. **Shore:** The seaweed from the ocean washed up on shore during the storm. (smiling face)
7. **Island:** Anywhere you stand on the island, you cannot see the water. (frowning face)

8. **Colonies:** The colonies in Europe gave Columbus the money to make the journey across the ocean. (frowning face)
9. **Religion:** The king of England did not give the Pilgrims the freedom to practice their religion and go to the church they wanted so they decided to leave. (smiling face)
10. **Chief:** The chief was not an important person in the tribe. (frowning face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Forward:** If someone is asked to come forward in the classroom, it means they are being asked to go to the back of the room. (frowning face)
12. **Disappointed:** A person is usually disappointed when he has his favorite food for dinner. (frowning face)
13. **Log:** The captain kept all the information about the ship in his log, or journal. (smiling face)
14. **Fascinated:** When a person is fascinated by a movie, he falls asleep in the middle of it. (frowning face)
15. **Celebration:** After the team won the championship game, they held a big celebration. (smiling face)

Part II (Instructional Master DA-2)

Directions: I am going to read some statements about either Columbus or the Pilgrims. You should listen carefully, and then circle Columbus's picture if the statement is something Columbus might say. Circle the Pilgrim's picture if the statement is something a Pilgrim might say.

1. I became friendly with the Wampanoag tribe, who helped me survive my first year in America. (Pilgrims)
2. I sailed on the *Mayflower*. (Pilgrims)
3. I sailed westward in 1492, because I wanted to get spices and treasures from Asia. (Columbus)

4. I learned from the Wampanoag how to grow many new crops in America. (Pilgrims)
5. King Ferdinand and Queen Isabella paid for my voyage. (Columbus)
6. After leaving England, I found a home where I could pray as I pleased. (Pilgrims)
7. I landed on Plymouth Rock. (Pilgrims)
8. Some people say I discovered a New World, but I always thought that I had found the Indies and that the people I met there were Indians. (Columbus)
9. I was the captain of the *Niña*, *Pinta*, and *Santa María*. (Columbus)
10. We joined the Wampanoag during a three-day harvest celebration that has come to be known as the first Thanksgiving. (Pilgrims)



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Continents, Cardinal Directions, and the Pilgrims

Materials: Instructional Master CA-1; world map

Note: Before the lesson, cut out the four cardinal direction cards and the ship.

Tell students you are going to play a game. Carefully tape the four directional cards (N,S,E,W) to the world map in their respective positions. Point to each letter, and have students repeat the direction for which it stands.

Hold the ship against the map in the middle of the Atlantic Ocean (between North America and Europe) but do not tape it. Tell students that you are going to ask for volunteers to suggest a continent toward which you will sail. You will slowly slide the ship across the ocean in one of the four directions toward that continent. All students should shout out (or repeat after you, if necessary) the direction in which you are pushing the ship. If the volunteer says Africa, do not travel diagonally. Instead, travel due south first (having students shout out *south*) before traveling east (having students shout out *east*). Please note that to get to Asia you should use the eastern route around the tip of Africa.

In the simple version of this game, after the ship gets to a continent, you should lift up the ship and return it to the starting place in the middle of the ocean. If time permits and students have learned the four directions quickly, you can sail the ship directly from one continent to the next.

Now place the ship near the coast of Europe. Ask students to pretend it is the *Mayflower*. Ask the following questions:

1. Who remembers why the Separatists left England? (They did not want to attend the Church of England; they wanted to worship as they pleased.)
2. When they left England to make a journey to the New World, they were no longer called Separatists. What were they called after that? (the Pilgrims)
3. [Have the ship sail toward Massachusetts.] In what direction did the *Mayflower* sail from Plymouth, England, to America? (west)
4. According to legend, where did the Pilgrims land? (Plymouth Rock; the area now in the state of Massachusetts)

You Were There: Journey on the *Mayflower*

Have students pretend that they were on the *Mayflower* with the Pilgrims. Ask students to describe what they saw and heard. Consider also extending this activity by adding independent drawing associated with the “You Were There” concept.

What Would You Take With You On The *Mayflower*?

Have students pretend that they are traveling across the Atlantic with the Pilgrims. Remind them that they could only take a few possessions with them. Tell them to think about what they might choose to take. Then, tell them that you are going to play a game. You will begin the game by saying, “I’m sailing on the *Mayflower*, and I’m going to take _____ (fill in the blank with something the Pilgrims would have used in the New World).” Proceed around the circle. Each student must repeat what has come before and add something new that would have been useful once they landed. For example, “I’m sailing on the *Mayflower*, and I’m going to take some apples, a hammer, warm clothes, some nails, and _____.”

Corn: The Wonder Crop

Materials: Writing paper; writing tools; chart paper, chalkboard, or whiteboard

Remind students that the Native Americans introduced corn to the Pilgrims. Ask if they remember another name for corn that they learned during the final song verse. (*maize*) Tell them that corn was one of their most important crops and that it is still an important crop today. Ask students to brainstorm different products that contain corn. They will likely mention foods, including breakfast cereals, corn chips, and popcorn. Tell them that corn is also used in many things that they may never have imagined. (aspirin, crayons, disposable diapers, etc.) For homework, you may wish to have students find out how else we use corn in our everyday lives. Ask them to write down at least one thing and bring it to class the next day. Then, create a list and/or draw pictures of corn products.

Ocean Voyages: Comparing the *Santa María* to the *Mayflower*

Materials: Instructional Master CA-2; world map; chart paper, chalkboard, or whiteboard

You will need to copy Instructional Master CA-2 onto chart paper, a chalkboard, or a whiteboard for this exercise. Model using a Venn diagram for students by having them help you make a comparison in which you compare and contrast the two ships discussed in this domain: the *Santa María* (Columbus's ship) and the *Mayflower* (the Pilgrims' ship). Using the world map, begin by asking students to help you locate the routes of both voyages. (Columbus went from Spain in Europe to the island of San Salvador, one of the many islands in the Bahamas, near Florida and Cuba; the Pilgrims went from England to the area that is now Massachusetts.) Say, "So both voyages left from the continent of Europe and landed in the Americas." Place the following statistics on chart paper, a chalkboard, or a whiteboard for reference:

Size of Ship:

Size of the *Santa María*: around 120 feet in length

Size of the *Mayflower*: around 100 feet in length

Length of Voyage:

Columbus's voyage on the *Santa María*: around seventy days

Pilgrims' voyage on the *Mayflower*: around sixty-six days

Prompt students with questions and include the following information on your Venn diagram: voyage's point of origin; voyage's destination; size of ships; length of voyages; dangers encountered on voyages; the reason for each voyage; and which native peoples awaited the sailors on land. For example, ask students, "Which ship was longer in length?" or "Which ship took longer to reach its destination?"

You may wish to have students copy the class Venn diagram onto their own Instructional Master.

Time to Celebrate: A Thanksgiving Feast

You may want to stage your own feast with the help of parents. Students may come to school in costume, recreating the first Thanksgiving. They may even want to perform the song they learned in this domain at the feast.

Note: Be sure to follow your school's policy regarding food distribution and allergies.

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*





Dear Family Member,

Over the next several days, your child will be learning about Christopher Columbus. Each day s/he will be listening to a read-aloud that captures the excitement and danger of his voyage to America, beginning in 1492. Columbus died believing he had reached the Indies in Asia. Your child will learn about Columbus's mistakes as well as his accomplishments.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about this figure of American history.

1. Sing a Song

Throughout our study of Columbus and the Pilgrims, your child will be learning some of the information through the pedagogical technique of song lyrics. These lyrics will be sung to familiar child-friendly tunes, such as "If You're Happy and You Know It" and "I'm a Little Teapot." These songs are not intended to, in any way, diminish the seriousness of the topics being taught. Rather, they are intended to facilitate students' ability to learn key core concepts.

Each day the class will learn a new verse about Columbus. You may review this content with your child by singing these lyrics with him or her to the tune of "If You're Happy and You Know It":

Eastern Asia had a lot of gold and spice.

Eastern Asia had a lot of gold and spice.

But it was a distant land,

Miles and miles across the sand.

It was difficult to get the gold and spice.

Ferdinand and Isabella ruled in Spain.

Ferdinand and Isabella ruled in Spain.

Told Columbus he should wait,

Then they said his plan was great.

Ferdinand and Isabella ruled in Spain.

Chris and his crew sailed across the sea.

Chris and his crew sailed across the sea.

Niña, Pinta, and their ship,

Santa María made the trip.

Chris and his crew sailed across the sea.

2. Gaze at the Globe

Your child will learn that the large land masses are called continents. S/he will also learn the names of five continents: Europe, Asia, Africa, North America, and South America. Look at a globe together, and help your child identify these continents. If you don't have a globe, look at a map together. You can also find both of these items at your local library.

4. Words to Use

Below is a list of some words that your child will learn about and use. Try to use these words as they come up in everyday speech with your child.

- *journey*—I would like to take a long journey across the ocean.
- *victorious*—Luiz's basketball team celebrated last night after they were victorious.
- *shore*—The seaweed washed up on shore during the high tide.
- *courage*—Columbus showed great courage in making the journey across the ocean.
- *ashamed*—I felt ashamed after I was mean to my sister.

5. Read Aloud Each Day

It is very important that you read to your child each day. The local library has a variety of books based on the life and adventures of Columbus, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Recommended Resources for Columbus and the Pilgrims

Trade Book List

1. *The Children of the Morning Light: Wampanoag Tales as Told By Manitonquat*, by Manitonquat and illustrated by Mary F. Arquette (Simon & Schuster Children's Publishing, 1994) ISBN 978-0027659054
2. *Christopher Columbus*, by Mary Dodson Wade (Children's Press, 2003) ISBN 0516277693
3. *Encounter*, by Jane Yolen and illustrated by David Shannon (Sandpiper, 1996) ISBN 978-0152013899
4. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050026
5. *Follow the Dream: The Story of Christopher Columbus*, by Peter Sis (Knopf, 2003) ISBN 0679806288
6. *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp and illustrated by Edwin Printup, Jr. (Lee and Low Books, 1997) ISBN 1880000547
7. *Giving Thanks: The 1621 Harvest Feast*, by Kate Waters and photographed by Russ Kendall (Scholastic, 2001) ISBN 0439243955
8. *The Golden Flower: A Taino Myth from Puerto Rico*, by Nina Jaffe and illustrated by Enrique O. Sanchez (Piñata Books, 2005) ISBN 978-1558854529
9. *If You Sailed on the Mayflower in 1620*, by Ann McGovern and illustrated by Anna DeVito (Scholastic, 1993) ISBN 0590451618
10. *In 1492*, by Jean Marzollo and illustrated by Steve Bjorkman (Scholastic, 1991) ISBN 0590444131
11. *Me on the Map*, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1998) ISBN 0517885573

12. *On the Mayflower*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1999) ISBN 0439099412
13. *People of the Breaking Day*, by Marcia Sewall (Aladdin, 1997) ISBN 978-0689816840
14. *A Picture Book of Christopher Columbus*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1992) ISBN 082340949X
15. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 0792266757
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern and illustrated by Elroy Freem (Scholastic Inc., 1993) ISBN 0590461885
17. *The Pilgrims' Thanksgiving from A to Z*, by Laura Crawford and illustrated by Judith Hierstein (Pelican Publishing Company, Inc., 2005) ISBN 1589802381
18. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590480537
19. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1993) ISBN 0590474006
20. *The Seven Continents*, by Wil Mara (Children's Press, 2005) ISBN 0516225340
21. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac and illustrated by Greg Shed (Sandpiper, 2007) ISBN 0152060448 [You will probably want to share this trade book in two sittings.]
22. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590202375
23. *Un Libro Ilustrado Sobre Cristobal Colon/Picture Book of Christopher Columbus (Spanish Edition)*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, Spanish Edition, 1992) ISBN 978-0823409907

Websites and Other Resources

Student Resources

1. **Columbus Quiz**
<http://www.bbc.co.uk/schools/famouspeople/standard/columbus/game/index.shtml#focus>
2. **Continents Game**
http://www.softschools.com/social_studies/continents/map.jsp
3. **Thanksgiving Slideshow**
<http://www.scholastic.com/scholastic%5Fthanksgiving/feast/slideshow.htm>
4. **Thanksgiving Word Search**
<http://puzzles.about.com/od/wordsearches/l/blthanks.htm>

Family Resources

1. **Christopher Columbus Video**
<http://video.nationalgeographic.com/video/kids/history-kids/christopher-columbus-kids/>
2. **King Ferdinand, Queen Isabella, and Christopher Columbus**
<http://www.indepthinfo.com/columbus-christopher/ferdinand-and-isabella.htm>

Directions:

Using this Instructional Master as a cover sheet, staple one blank piece of 8 1/2" by 11" paper inside, to make a four-page book. Read the title to students and write their names on the blanks, encouraging those who can to write their own names.

Lesson 2: Students will draw a picture of what they know about Columbus.

Lesson 3: Students will draw a picture of what they wonder or imagine about his voyage.

Lesson 5: Students will draw a picture of what they learned about Columbus.



By _____

1.



2.



3.



4.



Directions: Listen to your teacher's instructions.

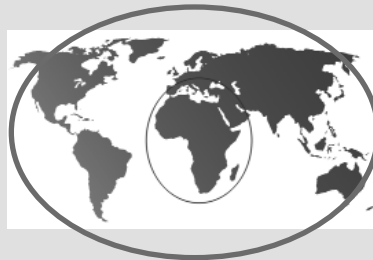
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4.



Directions: Listen to your teacher's instructions.



Dear Family Member,

Your child will begin learning about the Separatists/Pilgrims at school. Each day, s/he will be listening to a read-aloud that captures the excitement and danger of the Separatists' experiences in England and their voyage to America on the *Mayflower*. The Pilgrims fled England because they were being forced to attend the Church of England. Your child will soon learn about the Pilgrims' interactions with Squanto and the rest of the Wampanoag tribe in America.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about at school.

1. Sing a Song

The class is learning a song to reinforce each lesson about the Pilgrims. The following verses, to the tune of "I'm a Little Teapot," are a review of the read-alouds on this topic. Sing these lyrics with your child:

I'm a Separatist and I believe

The Church of England is not for me.

I meet with my good friends to secretly pray

Now we've decided to move away.

I am the Mayflower. I'm the ship

To take the Pilgrims on their trip.

They are sailing west to the colonies

So they can worship as they please.

2. Words to Use

Below is a list of some words that your child will learn about and use. Try to use these words as they come up in everyday speech with your child.

- *glory*—Firefighters save people's lives and deserve glory for their bravery.

- *fascinated*—My cat was fascinated by the buzzing fly and watched for hours as it flew around the house.
- *celebration*—The winning team held a celebration at the end of the season.

3. Read Aloud Each Day

Set aside time each day to read to your child. The local library has a variety of books about the Pilgrims; check one out and read it with your child. Please refer to the list of books and other resources sent home with the previous family letter.

4. Reflect on Religion





















Your child will learn that the Pilgrims had a different set of beliefs from those who attended the Church of England. As a family, have a discussion about your beliefs and values. If you belong to an organized religion, talk about that religion and its beliefs with your child. If you don't belong to an organized religion, talk about the values you believe are most important.

5. Think Thanksgiving

In a few days, your child will learn about the Thanksgiving feast that the Pilgrims and the Wampanoag shared. Encourage your child to say something for which s/he is thankful—and not just on Thanksgiving Day!

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Directions: Listen to your teacher's instructions.

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Directions: Listen to your teacher's instructions.

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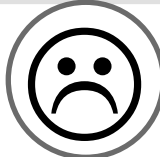
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Directions: You will hear some statements about either Columbus or the Pilgrims. Listen carefully, and then circle Columbus's picture if the statement is something Columbus might say, or circle the Pilgrim's picture if the statement is something a Pilgrim might say.

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Directions: You will hear some statements about either Columbus or the Pilgrims. Listen carefully, and then circle Columbus's picture if the statement is something Columbus might say, or circle the Pilgrim's picture if the statement is something a Pilgrim might say.

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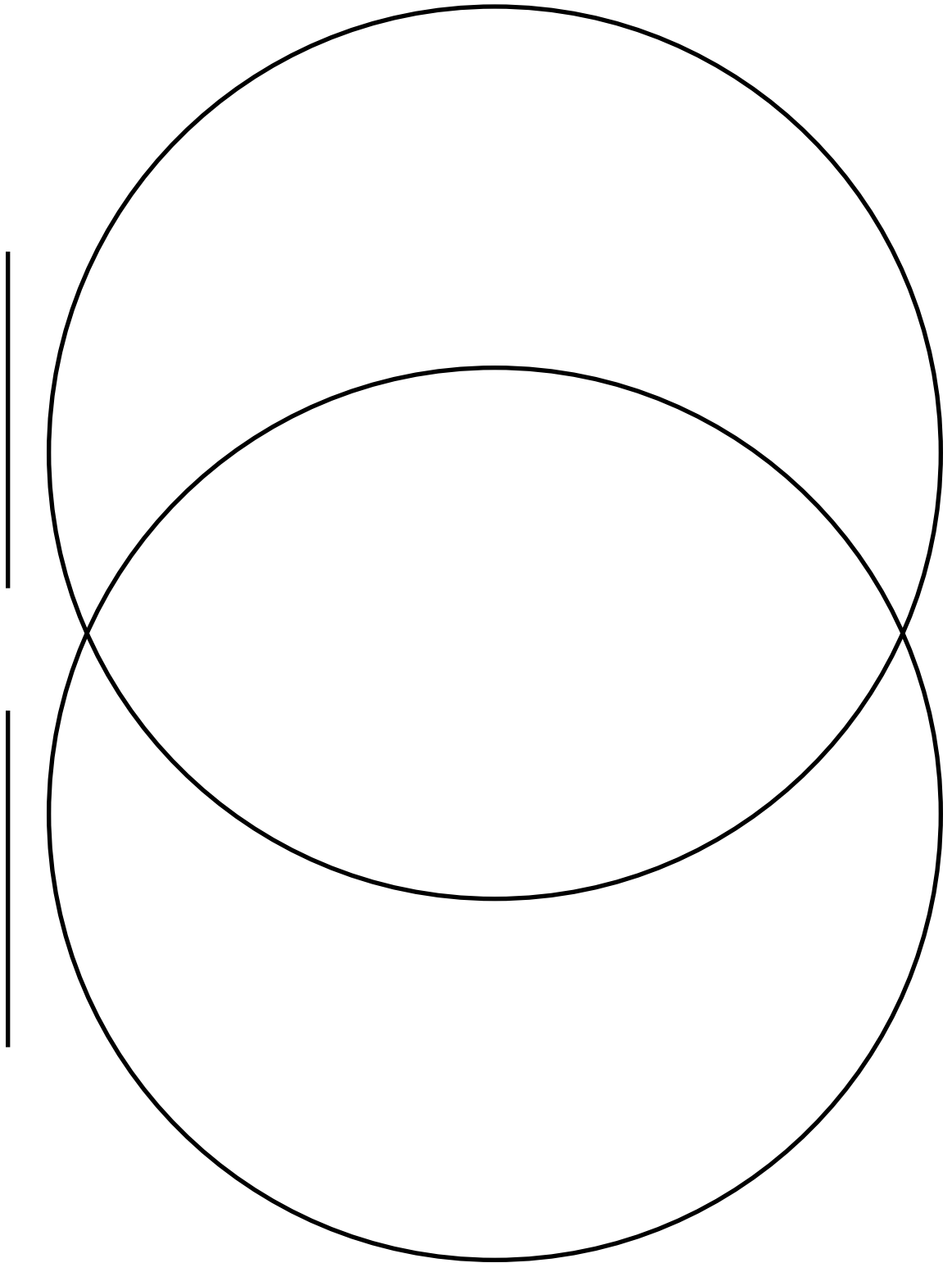
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Directions: Write the two topics you have chosen to compare/contrast on the blank lines. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.



Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

Tens Conversion Chart

| | | Number Correct | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|----|----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| Number of Questions | 1 | 0 | 10 | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 0 | 5 | 10 | | | | | | | | | | | | | | | | | | | | |
| | 3 | 0 | 3 | 7 | 10 | | | | | | | | | | | | | | | | | | | |
| | 4 | 0 | 3 | 5 | 8 | 10 | | | | | | | | | | | | | | | | | | |
| | 5 | 0 | 2 | 4 | 6 | 8 | 10 | | | | | | | | | | | | | | | | | |
| | 6 | 0 | 2 | 3 | 5 | 7 | 8 | 10 | | | | | | | | | | | | | | | | |
| | 7 | 0 | 1 | 3 | 4 | 6 | 7 | 9 | 10 | | | | | | | | | | | | | | | |
| | 8 | 0 | 1 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | | | | | | | | | | | | | | |
| | 9 | 0 | 1 | 2 | 3 | 4 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | |
| | 10 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | |
| | 11 | 0 | 1 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
| | 12 | 0 | 1 | 2 | 3 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | | | | | | | | | | |
| | 13 | 0 | 1 | 2 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | | | | | | | | | |
| | 14 | 0 | 1 | 1 | 2 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 | 9 | 9 | 10 | | | | | | | | |
| | 15 | 0 | 1 | 1 | 2 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 7 | 8 | 9 | 9 | 10 | | | | | | | |
| | 16 | 0 | 1 | 1 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 | 8 | 9 | 9 | 10 | | | | | | |
| | 17 | 0 | 1 | 1 | 2 | 2 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | | | | |
| | 18 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | | | |
| | 19 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | | |
| | 20 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 | | |

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

| | |
|------|---|
| 9–10 | Student appears to have excellent understanding |
| 7–8 | Student appears to have good understanding |
| 5–6 | Student appears to have basic understanding |
| 3–4 | Student appears to be having difficulty understanding |
| 1–2 | Student appears to be having great difficulty understanding |
| 0 | Student appears to have no understanding/does not participate |

CORE KNOWLEDGE LANGUAGE ARTS

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