



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.



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← 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.



← **Show image 4A-6: Ship in storm**

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.

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 María*? (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



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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.)