

A Journey to the New World: Christopher Columbus and the Pilgrims!

Grade: Kindergarten
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Serna Elementary, San Antonio, TX
Length of Unit: 7 lessons

I. ABSTRACT

Kindergarteners will be illustrating, dramatizing, and reciting their way to learning about early exploration and New World settlement. Making personal connections through the voyage of Christopher Columbus and the pilgrims makes history come alive! The students will be enchanted with a variety of activities, which include poems, literature, creating images and problem solving. Continual assessments will allow the teacher to monitor progress throughout the unit. Assessments used will include teacher made rubrics, student products, and teacher observation.

II. OVERVIEW

A. Concept Objectives

1. The student will understand chronological order. (History K.3)
2. The student understands the concept of location. (Geography K.4)
3. The student understands that holidays are celebrations of special events. (History K.1)

B. Content from the *Core Knowledge Sequence*

1. The voyage of Columbus in 1492 (page 12)
2. Queen Isabella and King Ferdinand of Spain (page 12)
3. The Nina, Pinta and the Santa Maria
4. Columbus' mistaken identification of "Indies and "Indians" (page 12)
5. New World (page 12)
6. The pilgrims (page 12)
7. The Mayflower (page 12)
8. Plymouth Rock (page 12)
9. Thanksgiving Day celebration (page 12)
10. Line - identify and use different lines (page 14)

C. Skill Objectives

1. The students will place events of Columbus' life in order.
2. The students will create and illustrate their own personal timeline.
3. The students will name the ordinal positions of Columbus' route on a map.
4. The students will locate places on a map.
5. The students will recall the names of Columbus' three ships.
6. The students will identify and use different lines to enhance his or her artwork of the three ships.
7. The students will be able to create visual images to clarify thinking and enhance understanding of Columbus Day.
8. The students will illustrate what they have learned about Columbus.
9. The students will be able to compare and contrast verbally the hardships of being a passenger on the Mayflower versus being a child with the conveniences of modern technology.
10. The students will be able to show understanding of differences and similarities through illustrations.

11. The students will compare family customs and traditions through the use of writing and drawings.

III. BACKGROUND KNOWLEDGE

- A. For teachers
 1. Greene, C. *Christopher Columbus: A Great Explorer*: Chicago: Children's Press, 1989 ISBN: 0-51-604204-1
 2. Roop, C. & P. I. *Columbus: My Journal 1492-3*. New York: Walker and Company, 1990. ISBN: 0-82-76977-2
 3. Whitehurst, S. *The First Thanksgiving* New York: Power Kids Press, 2002. ISBN:0-82-395807-8
- B. For Students:
 1. Continents
 2. Bodies of Water
 3. Native Americans

IV. RESOURCES

- A Davis, K. *Don't Know Much About the Pilgrims*. Hong Kong: Harper Collins Publishers, 2002. ISBN: 0-06-028610-5
- B. McGovern, Ann: *If You Sailed on The Mayflower in 1620*: New York: Scholastic Inc, 1969. ISBN 0-590-45161-8
- C. Wade, M. *Christopher Columbus*: New York, Children's Press, 2003. ISBN: 0-516-22851-X.

V. LESSONS

Lesson One: Ahoy Mate: Christopher Columbus?

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The student will understand chronological order.
 2. Lesson Content
 - a. Life of Columbus
 3. Skill Objectives
 - a. The students will place events of Columbus' life in order.
 - b. The students will create and illustrate their own personal timeline.
- B. *Materials*
 1. Rookie Biographies: Christopher Columbus by Mary Dodson Wade
 2. Find pictures off internet of Christopher Columbus
 - a. As a baby (or any baby picture)
www.brumm.com/genealogy/walkers_moyers/tour/unknowns/images/baby2.jpg
 - b. As a 14 year old boy
Check clipart for a young sailor.
 - c. As a 30 year old man
Check clipart for a map since he studied maps and charts.
 - d. A picture of the three ships
Check clipart for a picture of ships.
 - e. A picture of the New World
Check clipart for explorers.
 - e. A picture of him on his deathbed
Check clipart for tombstone.
 5. White butcher paper 6 feet long

6. Sticky Velcro. (Place the top half of the Velcro onto to each picture and the bottom half of the Velcro to the butcher paper timeline.)
 7. Appendix A: Columbus Timeline (example)
 8. Pre-label butcher paper with the following dates:
 - a. 1451 Birth
 - b. 1465 First job as a sailor
 - c. 1480 trying to prove the Earth was round
 - d. 1492 sailed with three ships
 - e. 1493 exploring New World
 - f. 1506 died in Spain
 9. Appendix B: Personal Timeline (example)
 10. Pre-folded sentence strip into six sections (one per student)
 11. Pencils
 12. Crayons
 13. Markers
 14. Appendix C: Rubric for Personal Timeline (one per student)
- C. *Key Vocabulary*
1. Voyages – trips to places far away
 2. Navigate – to steer a ship the way you want it to go
 3. Pirates – robbers at sea
 4. Explorer - a person who travels and discovers new areas
- D. *Procedures/Activities*
1. The teacher will read Rookie Biographies: Christopher Columbus.
 2. Discuss vocabulary to ensure understanding.
 3. The teacher will go back to the book and discuss each time period of Columbus’ life.
 4. The teacher will hold up a picture from one of the time frames of Christopher Columbus’ life and ask the students: When do you think this might have happened in his life? Then Velcro the picture onto the appropriate spot on the timeline.
 5. Continue the procedure until all six cards are in chronological order on the pre-made butcher paper timeline.
 6. Once the lesson is over, place timeline and pictures in the Science/Social Studies center for students to manipulate.
 7. On a pre-folded sentence strip each student will create his or her own time line.
 8. On the first section of the time line the student will write his or her name and give their project a title.
 9. In the second section the students will draw him or herself as a baby and with the teacher’s help write the year they were born underneath.
 10. In the following sections, the student will continue to draw a picture of him or herself until they reach the age of five. The student’s picture should increase in size as the age of the student increases. (See Appendix B: Personal Timeline for an example)
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students’ knowledge of Christopher Columbus’ life by observing the students placing the pictures correctly on the butcher paper timeline in the Science/Social Studies center.
 2. The teacher will assess the students’ ability to create and illustrate their own timeline using Appendix C: Rubric for Personal Timeline.

Lesson Two: Preparing to Sail the Ocean Blue

A. *Daily Objectives*

1. Concept Objectives
 - a. The student understands the concept of location.
2. Lesson Content
 - a. King Ferdinand and Queen Isabella of Spain
 - b. The “New World”
3. Skill Objectives
 - a. The students will name the ordinal positions of Columbus’ route on a map.
 - b. The students will locate places on a map.

B. *Materials*

1. *My First Columbus Day Book* by Dee Lillegard
2. Chart paper
3. World map
4. Appendix D: KWL (prepare prior to lesson)
5. Appendix E: World Map (enlarge for one poster board display and copy for a class set)
6. Appendix E: World Map (one per student)
7. Foam board
8. Pushpins
9. Yarn
10. One bag fettuccini noodles, break into pieces no smaller than one inch prior to lesson.
11. Crayons
12. Pencils

C. *Key Vocabulary*

1. Maps - a picture showing the land
2. Crew – the people who sailed with Columbus on the ships
3. Ships – a boat that travels in deep water

D. *Procedures/Activities*

1. Prepare prior to lesson a KWL (What do you know, What do you want to learn, and What did you learn) See Appendix D: KWL Chart for visual. Title the KWL “The Reasons Why Columbus Wanted to Sail”.
2. Ask the students “Why do you think Columbus wanted to set sail?” list about three responses under the K. Then ask the students “What do you want to know about Columbus’ journey?” list three student responses under the W.
3. Read *My First Columbus Day Book*. Stop on page 21.
4. Discuss needing help and helping others. Relate to how Columbus needed others to help him with his travel. Emphasize how King Ferdinand and Queen Isabella eventually helped Columbus.
5. Show world map and locate the following areas: Spain, Atlantic Ocean, and San Salvador.
6. Using a foam board, glue a world map (Appendix E: World Map) on top of it. Place a pushpin on Spain, Atlantic Ocean and San Salvador. Take a piece of yarn or string and wrap it around the pushpin on Spain. Ask the students where he went to next. Wrap the yarn around the second pushpin at the Atlantic Ocean. Have the students’ recall the name of the island where he landed from lesson one.
7. Pass out Appendix E: World Map to each student. Have the students color the land green and the body of water blue.

8. Have students transfer information from the large class map to their own map by gluing fettuccini noodles, to show the route Columbus traveled.
 9. Have the students label the starting point 1st, where he went 2nd, and where he landed 3rd.
 10. Ask the students what they learned. Place responses under the L part of the KWL chart.
- E. *Assessment/Evaluation*
1. The teacher will assess the students' ability to label the route using ordinal numbers.
 2. The teacher will evaluate the students' proficiency of completing his or her pasta route map.

Lesson Three: Have Ships Will Travel: The Nina, Pinta & Santa Maria (2 Days)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will express ideas through original artwork.
 2. Lesson Content
 - a. The Niña, Pinta, and Santa Maria
 3. Skill Objectives
 - a. The students will recall the names of Columbus' three ships.
 - b. The students will identify and use different lines to enhance his or her artwork of the three ships.
- B. *Materials*
1. *Three Ships for Columbus* by Eve Spencer
 2. *What Your Kindergartner Needs to Know* by E.D. Hirsch
 3. Appendix F: *Columbus had a Plan*
 4. Manila paper
 5. Appendix G: Rubric for Assessing line
 6. Crayons
 7. Pencils
- C. *Key Vocabulary*
1. Indians – the name Columbus gave to the people living on the land that he thought was the West Indies.
- D. *Procedures/Activities*
- Day One:
1. Take a picture walk with *Three Ships for Columbus*. Turn the pages of the book without reading it. Have the students say what they think is going on in the picture. Limit student's responses to three per page.
 2. Read *Three Ships for Columbus*. Go back to the book after reading it to page 26. Ask the students to recall the name Columbus gave to the people living on the island. Discuss why he called the people Indians.
 3. Read Appendix F: *Columbus had a Plan*. For homework have the students memorize the poem and recite it at the end of the week or at the end of the unit.
- Day Two:
4. Discuss different types of lines found in *What Your Kindergartner Needs to Know* page 160. Ask the students how do lines make a picture move? Look at pictures on page 161, *People and Dog in the Sun*, page 162, *The Purple Robe*, and *Tuning the Samisen*. Discuss how the lines make the picture move. Ask the students "What do you think a wavy line looks like?" Have the students draw a wavy line in the air using their fingers. Continue this method of recalling lines with the rest of the types of line.

5. Tell the students that they will be using lines to represent Columbus' three ships in motion. Pass out manila paper (12 x 18 sheets) to each student. Have the students use different hues of blue to draw lines to represent waves. The students will draw the three ships and label the ships. Have the students copy the names off the board or if they cannot, give them a sheet of paper with the names on them to glue to their picture.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students' knowledge of the three ships by reciting the poem *Columbus' Plan*.
 2. The teacher will assess students' knowledge of lines by using a rubric. See Appendix G: Rubric for assessing line.

Lesson Four: Columbus Day: Another Reason to Celebrate

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student understands that holidays are celebrations of special events.
 2. Lesson Content
 - a. Columbus Day
 3. Skill Objectives
 - a. The students will be able to create visual images to clarify thinking and enhance understanding of Columbus Day.
 - b. The students will illustrate what they have learned about Columbus.
- B. *Materials*
1. *What is Columbus Day?* By Margot Parker
 2. Chart paper
 3. 12x18 manila paper
 4. Appendix H: Recording Mental Images
 5. Appendix I: Interview Checklist Rubric
 6. Crayons
 7. Pencils
 8. Markers
- C. *Key Vocabulary*
1. Globe – a round map of the Earth
 2. Compass – a tool used to help find North, South, East, and West
 3. Visual image – a picture in your head as you are being read to
- D. *Procedures/Activities*
1. Before reading pose questions about Columbus Day. For example “What do you think of when we say holiday?” On chart place answers using pictures with words.
 2. Read *What is Columbus Day?*
 3. Discuss what visual images are.
 4. The students will create their own visual image from the story using Appendix H: Recording Mental Images.
 5. Orally discuss what the students' have learned about Christopher Columbus.
 6. Pass out manila paper (12x18) pre folded into a four-window pane fold: take one sheet of paper fold vertically, then fold horizontally, open paper and you will have a windowpane.
 7. One the first section of the windowpane the students will write his or her name and copy (or the teacher can write it in for them) the title from the board (This is what I remember about Columbus).

8. The students will draw three events or things that they remember about Columbus.
- E. *Assessment/Evaluation*
1. The teacher will assess the students' knowledge of Columbus' life by interviewing with the teacher see Appendix I: Interview – Checklist Rubric.

Lesson Five: Fast Forward 130 years: Here come the Pilgrims

- A. *Daily Objectives*
1. *Concept Objectives*
 - a. The student understands ways in which technology has changed the way people live.
 2. *Lesson Content*
 - a. Mayflower
 3. *Skill Objectives*
 - a. The students will be able to compare and contrast verbally the hardships of being a passenger on the Mayflower versus being a child with the conveniences of modern technology.
- B. *Materials*
1. Pre pare Appendix J: Exploration in the New World Timeline prior to lesson
 2. Appendix K: The One Thing I Would Take
 3. *How a Shirt Grew in the Field* by Marguerita Rudolph
 4. *On the Mayflower* by Kate Walters
 5. *Hasty Pudding: Cooking in Colonial America* by Loretta Ichord page 25. Make biscuits prior to lesson.
 6. Five to six empty baby food jars with lids
 7. Heavy whipping cream
- C. *Key Vocabulary*
1. Pilgrim – a person that left England for religious freedom
 2. Mayflower – a sailing cargo ship
 3. Cargo ship – is a ship that carries supplies not people
- D. *Procedures/Activities*
1. Prior to the lesson the teacher will make a timeline to show that Columbus explored America 130 years before the pilgrims arrived in America. See Appendix J: Exploration of New World Timeline for an example.
 2. Discuss timeline and emphasize that it was almost 130 years later before the pilgrims arrived.
 3. Teacher will read excerpts from *On the Mayflower*. Begin by reading the Prologue.
 4. Take the students on a picture walk of the entire story.
 5. Then read all of pages 5 and 9. The next page to read is 12, begin with paragraph 2: “ On my way back...”
 6. Read all of pages 15, 16 & 17. Stop and challenge the students to think about the hardships of the voyage. Discuss modern technology: for instance discuss cooking at home vs. cooking on a ship; shopping at the mall vs. the garments pilgrims handmade; games we play on the computer vs. games children could play on the ship; medicine we get from the pharmacy vs. life without modern medicine and seasickness.
 7. Read .all of page 21. On page 22 read the 1st and 2nd sentences only. Challenge the students to think about what jobs they have in their own homes vs. the jobs children had on the Mayflower.

8. Read all of p.27. Stop and challenge the students to stand in 1/8 of the classroom. Refer to page 37 to show the students the space that the pilgrims had to live in for 65 days. Have the students lie down on carpet squares similar to the ships space as displayed on page 21. Allow the students to feel the intensity of the cramped quarters on the Mayflower. Discuss how much space we have in our homes or apartments today.
9. Read all of page 30 and touch on the significance of seeing the seagulls and what it means.
10. Read all of pages. 32,33, 35, and discuss.
11. Have the students write in their journals about “How would they like to travel the way the two young pilgrims did on the Mayflower. Why or why not.”

Day 2

12. Explain to the students that you will be reading a book about a little Russian boy. But what happens in the book would have taken place during the pilgrims’ time. Read *How a Shirt Grew in the Field*. Emphasize that the shirt took a long time to make. Ask the students if they noticed the little girl and her growing up as you turned the pages.
13. Tell the students that they are going to be pilgrims and their mother needs some butter to go with the biscuits. In baby food jars pour some heavy whipping cream. Place the lid on the jar tight. Have the students shake the jar until they get tired and pass on to another student. Continue the process until it thickens into butter. Teacher has pre made Beaten Biscuits, refer to *Hasty Pudding: Cooking in Colonial America* page 25 for the recipe. The students’ will put the butter they made onto the biscuits and taste.
14. The students will complete the sentence on Appendix K: The One Thing I Would Take. The students are to draw a picture to illustrate the one thing they would take. Ask the question on the bottom of Appendix K: The One Thing I Would Take, and write the student’s response.

E. *Assessment/Evaluation*

1. The teacher will assess the students understanding by the explanation of the significance of the item chosen.

Lesson Six: Tough Times Never Last, but the Pilgrims Do!

A. *Daily Objectives*

1. Concept Objectives
 - a. The student understands similarities and differences among people.
2. Lesson Content
 - a. Pilgrims
 - b. Plymouth Rock
3. Skill Objectives
 - a. The students will be able to show understanding of differences and similarities through illustrations.

B. *Materials*

1. *If you Sailed on the Mayflower* by Ann McGovern
2. *Don’t Know Much About the Pilgrims* by Kenneth C. Davis
3. Butcher paper
4. Chart markers
5. Appendix K: Teacher Observation
6. Appendix L: Venn Diagram
7. Classroom set of 12 x 18 manila paper, teacher pre-made into a matchbox cut. See Appendix M: Matchbox cut directions

8. Crayons
 9. Markers
 10. Pencils
- C. *Key Vocabulary*
1. Wilderness- a place that is untouched by mankind.
 2. Religion- different ways of believing in things
 3. Harbor- a place where ships rest
 4. Wharf- a platform built at the edge of the water for ships to load and unload
 5. Survive- to live through tough times
- D. *Procedures/Activities*
1. Read selections from *Don't Know Much About the Pilgrims*. Pages 15, top of 16, and bottom of 19. After the selections are read, challenge the students with questions like: Have you ever moved before? How would you feel having to move to a place where you knew nothing about? If you could take only one thing with you, what would it be?
 2. Review what working with a partner looks like and sounds like. Teacher may have to model again. Read selections from *If you Sailed on the Mayflower*. Pages 62-69. Continue to engage students by orally comparing their life to that of a pilgrim's life while discussing with a partner.
 3. Teacher listens to the different conversations in the room and writes notes regarding the evidence of understanding.
 4. Prior to lesson teacher will make a Venn Diagram, See Appendix L: Venn Diagram, for an example. Label one circle Pilgrims and label the other circle us.
 5. Pull the children back as a group. Discuss and fill out the Venn Diagram about the differences and similarities of Pilgrims and us.
 6. Pass out pre-cut manila paper. See Appendix M: Matchbox cut directions.
 7. Have the students write their name and the title in the first flap.
 8. On the second flap, have the children write/copy the word hat. The students are to draw a hat on the top flap of what a pilgrim would wear. Underneath the flap, the students will draw a hat they would wear.
 9. On the third flap, have the children write/copy the word spoon. The students will draw a clamshell to represent a pilgrim's spoon on the top flap. Underneath the flap, the students will draw a spoon we use today.
 10. On the fourth flap, have the student's write/copy the word fork. The students will draw fingers to represent a pilgrim's fork on the top flap. Underneath the flap, the students will draw a fork we use today.
 11. On the fifth flap, have the students' write/copy the word house. The students will draw a log cabin on the top flap. Underneath the flap, the students will draw where they live.
 12. On the sixth flap, have the students write/copy the word clothes. The students will draw clothes the pilgrims wore on the top flap. Underneath the flap, the students will draw clothes they wear.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students' ability to express their ideas orally using Appendix K: Teacher Observation.
 2. The teacher evaluates students' knowledge of differences and similarities through the completion of the Matchbox strip.

Lesson Seven: Look What's for Dinner: A Thanksgiving Feast

- A. *Daily Objectives*
1. Concept Objectives

- a. The students understand that holidays are celebrations of special events.
 - b. The students understand how people learn about themselves through family customs and traditions.
 - 2. Lesson Content
 - a. Thanksgiving Day Celebration
 - 3. Skill Objectives
 - a. The students will compare family customs and traditions through the use of writing and drawings.
- B. *Materials*
 - 1. Appendix N: Note to go Home
 - 2. Appendix O: Our Thanksgiving Feast
 - 3. *Thanksgiving* by David F. Marx
 - 4. 12x18 Construction paper
 - 5. Blank sheets of copy paper
 - 6. Glue/stapler
 - 7. 2 class sets of student's individual pictures
 - 8. Paper plates
 - 9. Forks
 - 10. Napkins
 - 11. Serving spoons
 - 12. Crayons
 - 13. Pencils
 - 14. Markers
 - 15. Chart paper
 - 16. Possible parent help with food
- C. *Key Vocabulary*
 - 1. Oysters – a type of seafood found in the ocean
 - 2. Sweet potato – a sweet yellow edible root
- D. *Procedures/Activities*
 - 1. At the beginning of this unit, send home Appendix N: Note to go Home to be completed by the parent and child and returned before the beginning of this lesson. Make a card with a picture of the child and the name of the dish they brought. Make two sets.
 - 2. Prior to this lesson the teacher will prepare folders for students work.
 - 3. The teacher will take a 12x18 sheet of construction paper. Fold the bottom up three inches, make a crease, glue or staple the sides. This will keep papers from falling out.
 - 4. Copy Appendix O: Our Thanksgiving Feast. Cut papers horizontally in half. This will give the students two sheets of paper. Cut an additional blank sheet into the same size.
 - 5. Place papers in like piles for later.
 - 6. Ask the students, Remember when we talked about the pilgrims and the Mayflower? How do you think the Pilgrims celebrated Thanksgiving? List answers on chart paper.
 - 7. Read *Thanksgiving* up to pg. 14 paragraph 2.
 - 8. Pose the question, who do you think the pilgrims invited to the first Thanksgiving? Allow children's responses. Ask the question, what do you think they ate?
 - 9. Finish reading *Thanksgiving*. Discuss with the students' what they are thankful for.

10. Pass out teacher pre made folders. Explain to students that they will be making a Thanksgiving Feast Book to record ideas. Have the students decorate the outside of their books.
 11. While the students are decorating their books the teacher will set up the table of foods. Set the dishes on a long table. Place picture cards next to the dish that the student brought.
 12. Have the students get a plate and the teacher or helper will place a sample of food on each student's plate. After the feast sampling is done, have the students think about the food they liked the best and the least. They must have tried the food to say that they didn't like it.
 13. Pass out Appendix O: Our thanksgiving Feast to each student. Pass out the second set of picture cards to the students so that they can copy the name of the dish onto their paper. Then they are to illustrate the dish. Next pass out 2 half sheets of blank papers so that they can continue to write and draw pictures of the dishes they liked or disliked.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students' ability to express their written ideas about family traditions and customs using Appendix O: Our Thanksgiving Feast.

VI. CULMINATING ACTIVITY

- A. Students will act out a play about Christopher Columbus's life. Perform for an upper grade class. Invite staff members who are able to attend so the students can share their knowledge.
- B. *Extensions*
1. For the feast celebration, students can dress up as pilgrims and Native Americans.
 2. Make predictable Books.
 - a. Our Christopher Columbus Book
"Christopher Columbus is _____."
 - b. I Ask for Help When Book
"One time I asked for help with _____."
 - c. Our Travel Book
"I want to travel to _____."
 - d. Our Holiday Book
"My favorite holiday is _____."
 - e. Our Thankful Book
"I am thankful for _____."
 3. Check out your local history museums for information on Columbus and the Pilgrims.
 4. Make a spyglass Telescope
 5. Some possible websites to visit:
 - a. www.plimoth.org
 - b. www.texancultures.utsa.edu/public/index.htm
 - c. www.EnchantedLearning.com
 - d. www.applecore.com/Themes/columbus.htm

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Columbus Timeline
- B. Appendix B: Personal Timeline
- C. Appendix C: Rubric for Personal Timeline
- D. Appendix D: KWL Chart
- E. Appendix E: World Map

- F. Appendix F: *Columbus had a Plan*
- G. Appendix G: Rubric for Assessing Line
- H. Appendix H: Recording Mental Images
- I. Appendix I: Interview – Checklist Rubric
- J. Appendix J: Exploration in the New World
- K. Appendix K: The One Thing I Would Take
- L. Appendix L: Teacher Observation
- M. Appendix M: Venn Diagram
- N. Appendix N: Matchbox Cut Directions
- O. Appendix O: Note to go Home
- P. Appendix P: Our Thanksgiving Feast

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Appendix A
Columbus Timeline

1451 Birth of Columbus	1465 First job as a sailor.	1480 Trying to prove the Earth was round.	1492 Sailed with three ships	1493 Exploring New World	1506 Died in Spain
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Appendix B
Personal Timeline

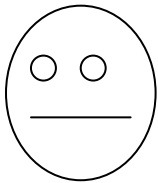
<p>My Timeline</p> <p>Name:</p>	<p>Baby</p>	<p>2 year old</p>	<p>3 years old</p>	<p>4 years old</p>	<p>Kindergarten</p>
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Appendix C
Rubric for Personal Timeline

Sequencing	Appropriate Picture
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Met expectations



Almost met expectations



Did not met expectations

Appendix D
KWL Chart

<p>K What do you know?</p>	<p>W What do you want to know?</p>	<p>L What did you learn?</p>

Appendix E
World Map



Appendix F
Columbus Had a Plan

In 1492 Who Knew,
What Columbus could do?

He sailed on 3 ships
And took many trips
On the Nina, the Pinta, and the Santa Maria.

When he discovered new land,
Christopher Columbus formed a plan,
To bring back riches for his man,
King Ferdinand.

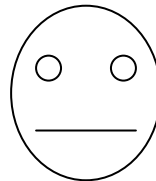
Appendix G

Rubric for Assessing Line

Lines used:	Which types of lines did you use? List students' responses next to the type of line that they used.	Did what they say match what they drew? For example: They drew straight lines but called them wavy.	
Straight			
Curved			
Zig zag			
Wavy			
Neatness			
3 ships labeled	Nina	Pinta	Santa Maria



Met expectations



Almost met expectations



Did not met expectations

Appendix H
Recording Mental Images

Name: _____

My _____ read me _____.

This is my vivid mental image:

Appendix I
Interview – Checklist Rubric

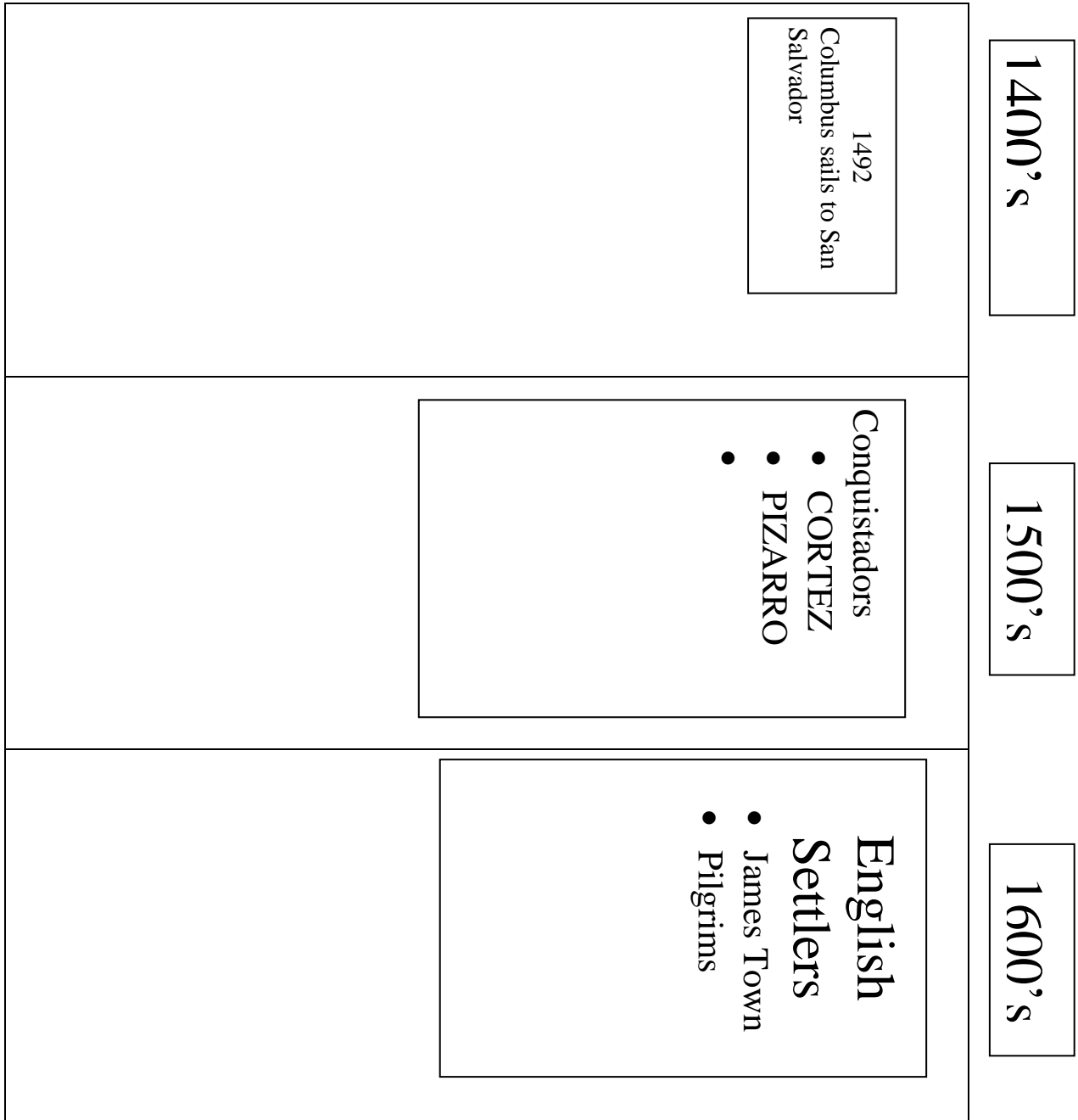
Did they write his or her name?	Yes	No
Did they draw pictures?	Yes	No
Do their pictures relate to the Columbus' life?	Yes	No

Are they able to tell you important facts about Columbus? Check all that apply

- Sailor/navigator
 - Information about maps/charts
 - King Ferdinand and Queen Isabella's role
 - World round or flat idea
 - Nina, Pinta, Santa Maria
 - named the natives "Indians"
 - Discovered a "New World"
 - Other _____
-
-

Appendix J

Exploration of the New World Timeline



Appendix K

The One Thing I Would Take

I would take _____ on the Mayflower.

Teacher will ask: “Why did you choose this item?”

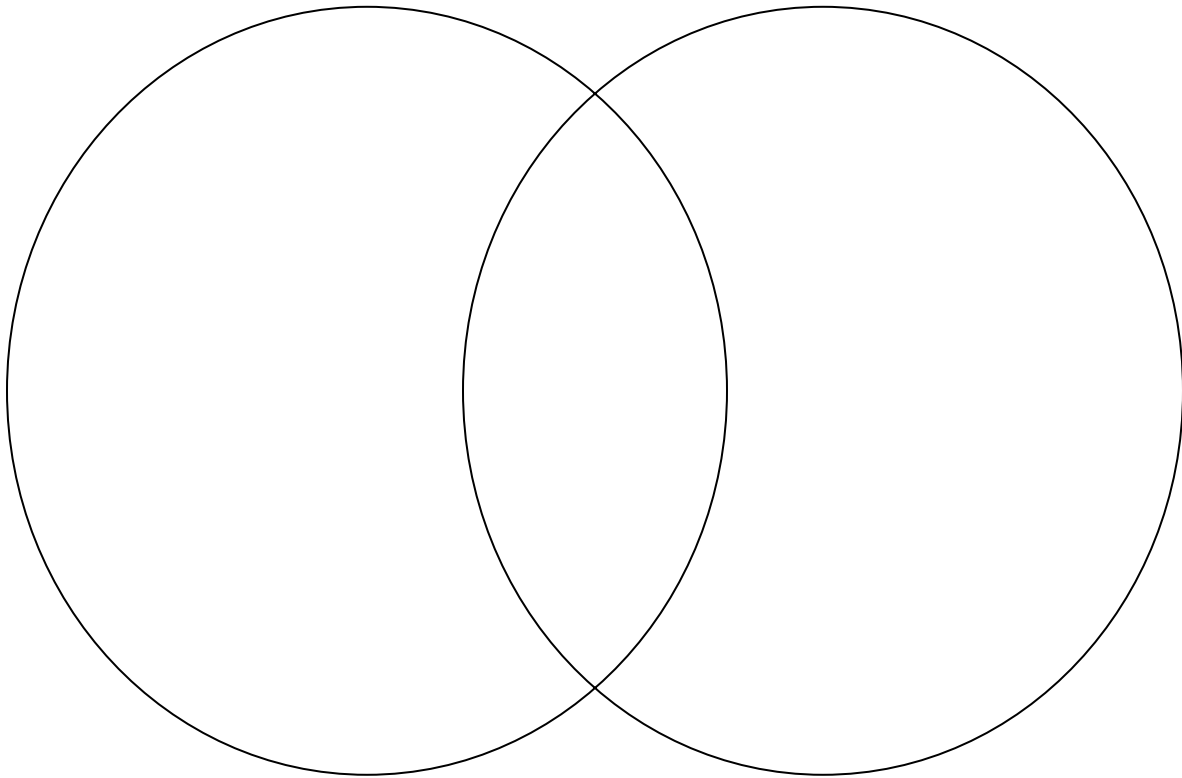
Student’s response:

Appendix L
Teacher Observation

Group 1 Name: Name: Notes:	Group 2 Name: Name: Notes:
Group 3 Name: Name: Notes:	Group 4 Name: Name: Notes:
Group 5 Name: Name: Notes:	Group 6 Name: Name: Notes:

Make extras as needed.

Appendix M
Venn Diagram



Appendix N

Matchbox cut directions

..... Cut on line

----- Fold on line

This sample should be done on construction paper.



Appendix O

Note to go home

This survey is optional. This is to help the children learn about different foods from different cultures as they celebrate Thanksgiving. As a class, we will taste the different Thanksgiving foods. If you wish to participate please provide the name of the dish and a list of ingredients used for your dish for allergy reasons.

Do you celebrate Thanksgiving?

What foods do you serve at Thanksgiving?

When do you eat the meal? For lunch or dinner?

Which food would you be willing to share with the class?

Thank you for your help,

Kinder Teachers

Appendix P
Our Thanksgiving Feast

	<p>I liked _____ best.</p>
	<p>I liked _____ least.</p>