

Christopher Columbus: The Man, the Myth, the Legend

Grade Level: Kindergarten

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Length of Unit: 7 Lessons

I. ABSTRACT

This unit focuses on the voyage to the New World, Christopher Columbus, and the location of the continents and oceans. We will also examine the compass rose. This unit will take students on a voyage through history introducing them to the facts and myths associated with this time period. Students will participate in hands-on activities in math and science, as well as various literacy activities. The students will be able to exhibit their understanding of the lessons through writing, drawing, discussions, music, and dramatic interpretations.

II. OVERVIEW

A. Concept Objectives

1. Understand the purpose of exploration
2. Develop an understanding of Christopher Columbus' first voyage
3. Develop an awareness of differences of past and present
4. Recognize differences between cultures

B. Content from the *Core Knowledge Sequence*

1. American History: Queen Isabella and King Ferdinand of Spain, Nina, Pinta, and Santa Maria, Columbus' mistaken identification of "Indies" and "Indians," the idea of what was, for Europeans, a "New World"
2. Geography: Locate Atlantic and Pacific Oceans, locate Europe, North America, South America, and Asia
3. Math: Time – sequence of events: first, next, last
4. Music: Move responsively to music, sing unaccompanied, accompanied, and in unison
5. Reading and language comprehension: Listen to and understand a variety of texts, both fiction and nonfiction

C. Skill Objectives

1. Skills identified in individual lessons

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *What Every Kindergartner Needs to Know*, by E.D. Hirsch
2. *Costume*, by L. Rowland-Warne
3. *The Usborne book of Explorers from Columbus to Armstrong*, by Felicity Everett and Struan Reid

B. For Students (Identify topics introduced in previous units or grade levels that provide students with necessary prior knowledge.)

1. introduction to identifying and locating the seven continents

IV. RESOURCES (Provide a list of key resources-literature selections, activity books, AV materials, etc.-that are critical in teaching this unit.)

- A. *A Book about Christopher Columbus*, by Ruth Belov Gross
- B. *Christopher Columbus*, by Ann McGovern
- C. *Christopher Columbus*, by Stephen Krensky

- D. *Follow the Dream*, by Peter Sis
- E. *I Can Read About Christopher Columbus*, by David Knight
- F. *The Voyage of Christopher Columbus*, by John D. Clare
- G. *Three Ships for Columbus*, by Eve Spencer

V. LESSONS

Lesson One: Gold, God, and Cathay

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Understand the purpose of exploration
 - 2. Lesson Content
 - a. Exploration
 - b. Christopher Columbus
 - c. King Ferdinand and Queen Isabella
 - 3. Skill Objectives
 - a. Identify purpose of Columbus' voyage
 - b. Locate Europe, Spain, Indies, Asia, Atlantic Ocean
 - c. Locate different routes from Spain to the Indies
 - d. Identify needs for such a voyage
- B. *Materials*
 - 1. Wall mural of the continents and oceans (Appendix A)
 - 2. Captain's log (Appendix B)
 - 3. map of world (Columbus' perspective) with Spain, Italy and the Indies outlined in dark black marker (Appendix C)
 - 4. globe
 - 5. *Three Ships for Columbus* by Eve Spencer
 - 6. *What Every Kindergartner Needs to Know* by E. D. Hirsch
- C. *Key Vocabulary*
 - 1. Explorer – a person who travels to unknown places
 - 2. Trade – exchanging goods
 - 3. Spices (cinnamon, nutmeg, peppercorn) – found in the Orient
 - 4. Spain/Italy/Europe – locations pertinent to Columbus
 - 5. Indies/Asia – see above
 - 6. King Ferdinand/Queen Isabella – King and Queen of Spain circa 1492
 - 7. supplies – things brought on voyage (food, tools, etc.)
- D. *Procedures/Activities*
 - 1. Before students arrive, cover North and South America on the wall mural.
 - 2. Direct students' attentions to the wall mural, ask students to describe what they see.
 - 3. Discuss how people used to think the world was flat, but then people realized it was actually round, show the globe, describe how maps are a flat representation of our round Earth.
 - 4. One person who knew the world was really round was a man named Christopher Columbus. He made maps and wanted to explore the world. He lived in the county of Italy (travel).
 - 5. Pass out students' maps. (Appendix C)
 - 6. On the wall mural, point out the county of Italy (outlined in black on the student map.)
 - 7. Point to the country of Italy on your map.
 - 8. Italy is in the continent of Europe, point to Europe on the wall mural. Color Europe green on your map.

9. People who live in Europe (Europeans) really wanted to go to the Indies for three reasons: Gold, God and Cathay
10. Point to the Indies on the wall mural. Have the students point to the Indies on their maps.
11. The Indies are on the continent of Asia. Color Asia yellow.
12. Discuss Gold, God, and Cathay: they wanted the goods from Asia like gold, spices (cinnamon, nutmeg, and peppercorn) and silk. They also wanted to spread Christianity. Cathay is a name for the country of China in Asia. Europeans were fascinated with China. Show examples of Asian goods.
13. Ask students to look at their maps/wall mural and trace different ways Columbus could have traveled to the Indies (by land, by sea around Africa). Show the globe and have them make their maps into a tube to illustrate how Columbus thought he could sail west to get to the Indies.
14. Focus on the ocean he wanted to sail upon, color Atlantic Ocean blue.
15. Brainstorm shared writing experience, "What supplies would Columbus need for such a trip?"
16. "Who could give Columbus these items?"
17. Spain is another country in Europe (use wall mural). The leaders of Spain were King Ferdinand and Queen Isabella, show picture.
18. Pretend that _____ (student) is the King/Queen of Spain. How would you ask him/her for the supplies you need to make your journey? Allow several students to give a "speech" to king/queen.
19. Read *Three Ships for Columbus* to discover if the King and Queen gave him the supplies he needed.

E. *Assessment/Evaluation*

1. Appendix C will be addressed for correctly locating and coloring Europe, Asia, and the Atlantic Ocean. Discussion of purpose of the voyage as well as supplies needed for such a journey will be assessed through teacher observation.

Lesson Two: Columbus, The Explorer

A. *Daily Objectives*

1. Concept Objective
 - a. Understand the purpose of exploration
2. Lesson Content
 - a. Exploration
 - b. Christopher Columbus
3. Skill Objective
 - a. Locate North and South America
 - b. Locate Pacific and Atlantic Ocean

B. *Materials*

1. Wall mural of the continents and oceans (Appendix A)
2. Captains' log (Appendix B)
3. Globe
4. *Follow the Dream*
5. *What Every Kindergartner Needs to Know*
6. *The Usborne Book Of Explorers From Columbus to Armstrong*

C. *Key Vocabulary*

1. Explorer-a person who travels to discover
2. Sailor-a person who's work is handling a sailboat or other vessel
3. Trade-the act or process of buying or selling
4. Voyage-journey or travel by water
5. Weaver-a person who makes something out of threads or strips

6. Cargo-load of goods carried by a ship or aircraft
7. Navigation-to direct on a course
8. Advisers-counselor, mentor
9. Proposal-plan or suggestion

D. *Procedures/Activities*

1. Before the students arrive, cover up the North and South America portion of the Continent Wall Mural.
2. Introduce unit by asking the students to brainstorm what it means to explore something.
3. Teacher records students' responses. (Shared Writing)
4. Begin a K-W-L chart and include "Why would someone want to be an explorer?"
5. Explain that exploration is a way to learn something about the world and that the class will be learning about a well-known explorer.
6. Take an "exploration walk" to a part of the school that the kinders have not been to and try to discover a new way to get to recess faster. Tell the class that you haven't ever tried this way before. Afterwards ask, "Was it a little scary to go a different way? How did you feel when I told you that I didn't know how to get to recess the new way? Was it okay since you knew I would be there to protect you?"
7. Read *Follow the Dream*.
8. Recap the story and show on the globe how people of that time didn't know that North and South America or, even the Pacific Ocean, existed. This made Columbus' idea of a faster way to get to the "Indies" by ship believable. Uncover the Americas and the Pacific Ocean from the wall mural and ask if Columbus should be called a famous explorer for finding the new continents and ocean.
9. Explain that a long trip by ship is a voyage and explorers kept Captain's logs to record their journey, new lands, and people they encountered. Brainstorm what items they would write/draw in a Captain's Log if they were Christopher Columbus.
10. Introduce to the students their Captain's log to record their new adventure as they learn about Columbus the Explorer. Students write their name, and the date August 3, 1492. Explain that they should draw a map for Columbus to follow.

E. *Evaluation/Assessment*

1. The students will be evaluated through teacher observation on how they answer questions for K-W-L and after "exploration walk."
2. Students' map drawn on first page of Captain's logs will give a pre-assessment of map skills.

Lesson Three: Blowin' In the Wind

A. *Daily Objectives*

1. Concept Objective:
 - a. Develop an awareness of how weather affects our lives
2. Lesson Content:
 - a. the first voyage of Christopher Columbus
3. Skill Objectives:
 - a. the Nina, Pinta, and Santa Maria
 - b. Observe the impact of wind and weather during the crew's voyage

B. *Materials*

1. *Three Ships for Columbus*
2. 1 bar of soap per student
3. 1 toothpick per student
4. sand/water table or something to float your boats in (small pool or bowl)

5. glue
 6. construction paper cut into small squares for sails
 7. Map of the world
- C. *Key Vocabulary*
1. voyage -- a trip
 2. *Nina* – one boat from Columbus’ fleet
 3. *Pinta* –one boat from Columbus’ fleet
 4. *Santa Maria* – one boat from Columbus’ fleet
 5. North America – the continent on which we live
 6. South America – a continent
 7. Atlantic Ocean – an ocean
- D. *Procedure/activities*
1. Read *Three Ships for Columbus*.
 2. Discuss with students the way Columbus had to travel on the *Nina*, *Pinta* and *Santa Maria* versus the way we travel now.
 3. Ask students if they think it would be easy to reach their destination by relying on the wind.
 4. Introduce activity- Each student will make their own boat and act as the wind by blowing the boat from Europe to North and South America. Using a map, show students the path of Columbus’ ships.
 5. Give each student one toothpick and sail. Model for the students how to glue on the sail. Once sails are glued on, model how to stick the toothpick into the soap.
 6. Invite the children over a few at a time to sail their boats across the “Atlantic Ocean.”
 7. Closure- Record in log information learned about travel.
- E. *Evaluation/Assessment*
- Assess the children’s understanding of the wind’s impact while watching The students blow their boats across the water. You can also collect Information of their understanding by observing their entries in their logs.

Lesson Four: Where There’s a Will, There’s a Way

- A. *Daily Objectives*
1. Concept objective:
 - a. Develop an understanding of the first voyage of Christopher Columbus
 2. Lesson Content:
 - a. the first voyage of Christopher Columbus
 3. Skill Objective:
 - a. Identify direction north, south, east, west
 - b. Locate North and South America on map
 - c. Recite phrase: Where there’s a will, there’s a way
- B. *Materials*
1. 1 sailing hat per child (you can make newspaper hats or ask for donations hats from parents or local business)
 2. 1 compass
 3. Map of the world
 4. sign of phrase: Where there’s a will, there’s a way
- C. *Key Vocabulary*
1. Compass – an instrument for showing directions
 2. will – the power of the mind to decide
 3. north – a direction

4. south – a direction
 5. east – a direction
 6. west – a direction
- D. *Procedure/activity*
1. As the students prepare for the lesson, give each student a sailing hat. This will remind them that they are part of Columbus’ crew on the *Pinta*.
 2. The teacher is to play the role of Christopher Columbus. You may want to dress for the part!
 3. Read the poem “Where there is a will, there is a way” (See Appendix D)
 4. Ask the students to recall how Columbus found land. How did the compass help him? What are the directions that the compass locates?
 5. Teach song, “North, South, East, and West” (See Appendix E)
 6. Refer to the map to show the students the path of the ninety day voyage. Ask them to recall where the crew started from, which ocean they crossed, and now point out where they landed.
 7. Recall what Columbus exclaimed at the end of the poem.- “Where there’s a will, there’s a way.” Discuss the saying. What does that mean? When would say that phrase today? Discuss perseverance.
- E. *Evaluation/Assessment*
- Assess the students’ understanding of the voyage through the discussion. Note which facts the students recall about the voyage. Assess the students’ understanding of the compass and directions by singing the song. In travel log, have students draw compass and label directions.

Lesson Five: Land Ho!

- A. *Daily Objectives*
1. Concept Objective:
 - a. Students will recognize differences between cultures.
 2. Lesson Content:
 - a. Knowledge of what Columbus found when he landed.
 3. Skill Objective
 - a. Students will identify where Columbus landed.
 - b. Students will list the things that were found in the “New World” that were not in Europe.
- B. *Materials*
1. *Christopher Columbus*, by Stephen Krensky
 2. Chart paper
 3. Markers
 4. Glue
 5. Crayons
 6. Appendix C
- C. *Key Vocabulary*
1. San Salvador – A small island off the coast of South America.
 2. Parrots – Colorful birds found in South America.
 3. Hammocks – Hanging beds made by the Native Americans.
 4. Canoes – Small boats made of wood, used by the Natives.
 5. Papayas- A yellowish – orange fruit found in South America.
 6. Avocados – A green fruit found in South America.
 7. Theory – An opinion of how an event took place.

- D. *Procedures/ Activities*
1. Begin the lesson by gluing North and South America in the appropriate places on appendix C. Refer to the continent mural as needed.
 2. Next look at appendix C when finished gluing and have students make predictions about where Columbus actually landed.
 3. Explain to the students that the most widely believed theory is that Columbus landed in San Salvador then locate it in the map.
 4. Explain that Columbus thought he was in the Indies and therefore he called the native people he met “Indians”.
 5. Next read the book *Christopher Columbus* by Stephan Krensky.
 6. Then do a shared writing. Make a list as the students recall the different items that the Europeans were introduced to by the “Indians”.
 7. Discuss the differences between what the Europeans brought to the “New Land” and what the “Indians” already had.
- E. *Evaluation / Assessments*
- Assess the students’ understanding of the differences by their responses during the shared writing. Students will record in their log what they have learned. Students place North and South America in the correct places on appendix C.

Lesson Six: Don’t Rock the Boat

- A. *Daily Objectives*
1. Concept Objective:
 - a. Develop and awareness of past and present
 2. Lesson Content:
 - a. Introduction to living conditions, entertainment, and dress of the 1492 voyages
 3. Skill Objectives:
 - a. Compare and Contrast living conditions on ships of 1492 to 2000
- B. *Materials*
1. Book on Costumes: *Eyewitness Books Costume* written by L. Rowland –Warne
 2. Poem *The Crew of 1492 Appendix* .
 3. A Columbus book with pictures of the boats.
 4. Travel brochure of a cruise ship for comparison.
 5. Construction paper
 6. Markers
 7. Glue
 8. Butcher paper
 9. Scissors
- C. *Key Vocabulary*
1. Doublets- a vest
 2. Breeches- a smaller version of pants worn with tights
 3. Hose- tights
 4. Fogon- used to cook food with on the ship
 5. Criteria-rule or standard
- D. *Procedures*
1. Review the names of the ships the crew sailed on.
 2. Ask the children what they thought the conditions were like on these ships in 1492. After discussing this, read the poem “The Crew of 1492.” Appendix F.
 3. Now, ask the children what were some of the conditions the poem spoke about.
 4. Turn to pictures of the ships in a Columbus book and point out the conditions of these ships. Talk about how the these ships had only sails, not engines and were made of only wood. There were only two decks; the bottom deck was used for

storage. The sailors had little protection from weather and did not have rooms or cabins.

5. Talk about the types of food that was stored and how there was not refrigeration or electricity. The sailors cooked by fire on a Fogon and often fished for their food. There were even live hens and pigs on the ships for food. They had to store a lot of food; there was no turning back if they ran out of food.
6. Now, turn the book to pictures of the sailors. They slept where they found a vacant spot on the top deck and had to tie themselves down to prevent from falling into the ocean. They did not have beds.
7. Now introduce the clothes of that time, which were breeches, hose, and doublets. Introduce the Costume book to pp. 16-17 where more pictures of their dress can be seen.
8. Talk about the entertainment on the boat, which was prayer, songs, eating, and fishing. There were no televisions, radios, computers, swimming pools etc.
9. Now after talking about the voyage conditions of 1492, show a travel brochure of a cruise ship such as the Royal Caribbean. Ask the children to explain what they notice about this ship and have them compare it to the ships of 1492. Compare food, entertainment, size, sleeping conditions, dress, traveling methods, and storage.

E. *Assessment/Evaluation*

1. Split the class in half. One half is the 1492 voyage while the other is a 2000 voyage. Each group will be given a piece of butcher paper. Each group will draw their ship and the characteristics and conditions of their ship and crewmembers. They can use paint, markers, and construction paper.
2. After the groups are done, have each group explain their characteristics, conditions, and lifestyles of their ship and crew.
As a class, review and label the two ships and some of the contrasting characteristics

VI. Culminating Activity:

- A. In this activity the students will demonstrate their understanding of the voyage of Columbus. The students will recall the voyage in sequence and perform a dramatic interpretation of the voyage to the "New World".
- B. The materials needed are as follows:
 1. King and Queen Crowns
 2. 3 Columbus hats
 3. 3 Boats (from lesson 3)
 4. Mural Map (appendix A)
 5. 3 large pieces of butcher paper
 6. Any other appropriate costume materials for the time period
 7. All of the books in the bibliography.
- C.
 1. Divide your class into three groups.
 2. Group one will be recalling what happened leading up to the voyage in 1492.
 3. Group two will be recalling information from the actual voyage
 4. Group three will be recalling what happened after Columbus landed. (students may refer to their logs as a reference).
 5. Each group will have a chance to share their information with the class. As the groups share you will do a shared writing recording their responses on the butcher paper. Label the pieces of paper, beginning, middle and end.
 6. Group one will be recalling what happened leading up to the voyage in 1492.
 7. After all the groups have shared and all the information has been recorded the groups (with teacher assistance) will decide how they are going to act out their part.

The beginning group will need:
 King Ferdinand – 1 student
 Queen Isabella – 1 student
 Columbus – 1 student
 Critics of Columbus – 2-3 students
 Supporters of Columbus – 2-3 students
 The middle group (all boys) will need:
 Columbus – 1 student
 Nina – 1 student (to hold the boat)
 Pinta – 1 student (to hold the boat)
 Santa Maria – 1 student (to hold the boat)
 Passengers - 2-3 students
 The end group will need:
 Columbus – 1 student
 Crew – 2-3 students
 Native people (Indians) - 3-5 students

The teacher will need to provide the necessary props for the three groups.

8. Practice the retelling in the classroom.
9. Travel to a buddy class and perform the story of Columbus for them. Bring along the three sheets of butcher paper (and map mural if it is easily movable) so the other students can read some of the facts about Columbus.
10. Assessment / Evaluation
 Observe the students during the shared writing for demonstration of knowledge learned.
 Student participation in the performance of Columbus's voyage. Completed log with entries from each lesson.

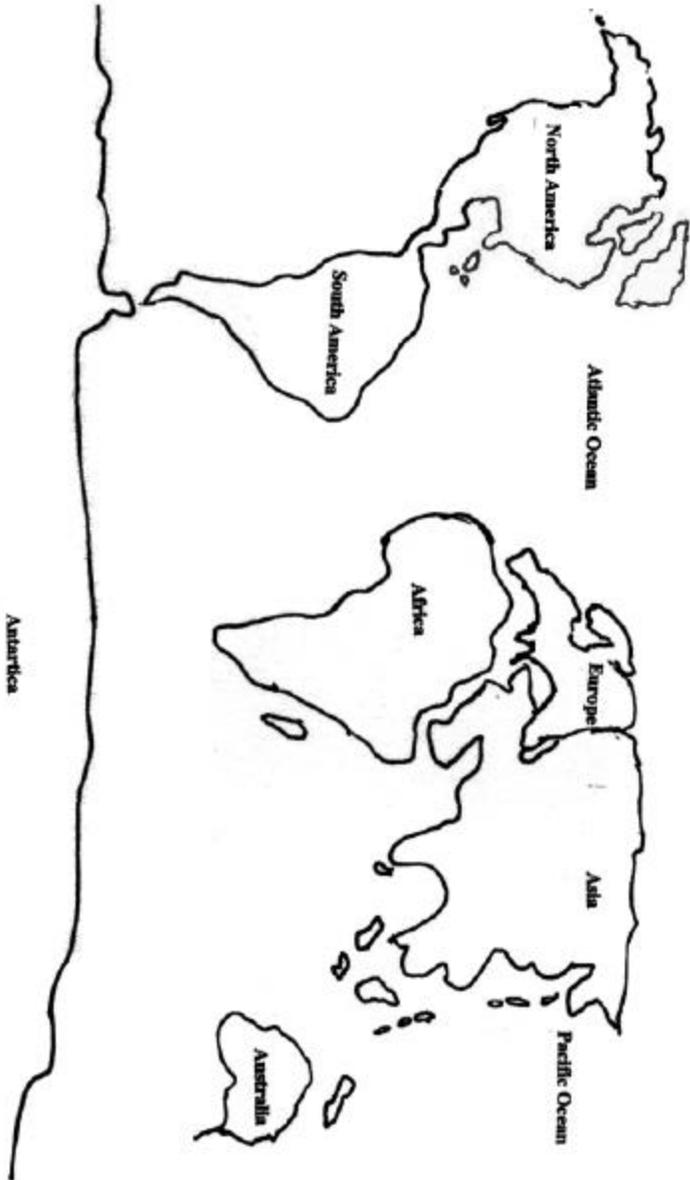
VI. HANDOUTS/WORKSHEETS

Appendices A – F

VII. BIBLIOGRAPHY

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Appendix A



Continent Wall Mural

Construct the Continent Wall Mural by using blue butcher paper for the ocean. The area of the map will be approximately 9 yards wide by 4 feet long. Make an overhead of Appendix A and project it onto the wall. Use a different color of butcher paper for each continent. Trace and cut them out. Glue the continents onto the blue paper and label them with interactive writing (students' writing). Surround the mural with bordette. This is an excellent teaching tool for Core Knowledge geography for the whole year.

Appendix B - Christopher Columbus: The Man, The Myth, The Legend

Captain's Logs

The student's will record their experiences as they learn about Columbus in a captain's log. These will need to be made before the unit begins. This is a perfect parent helper job!

Materials:

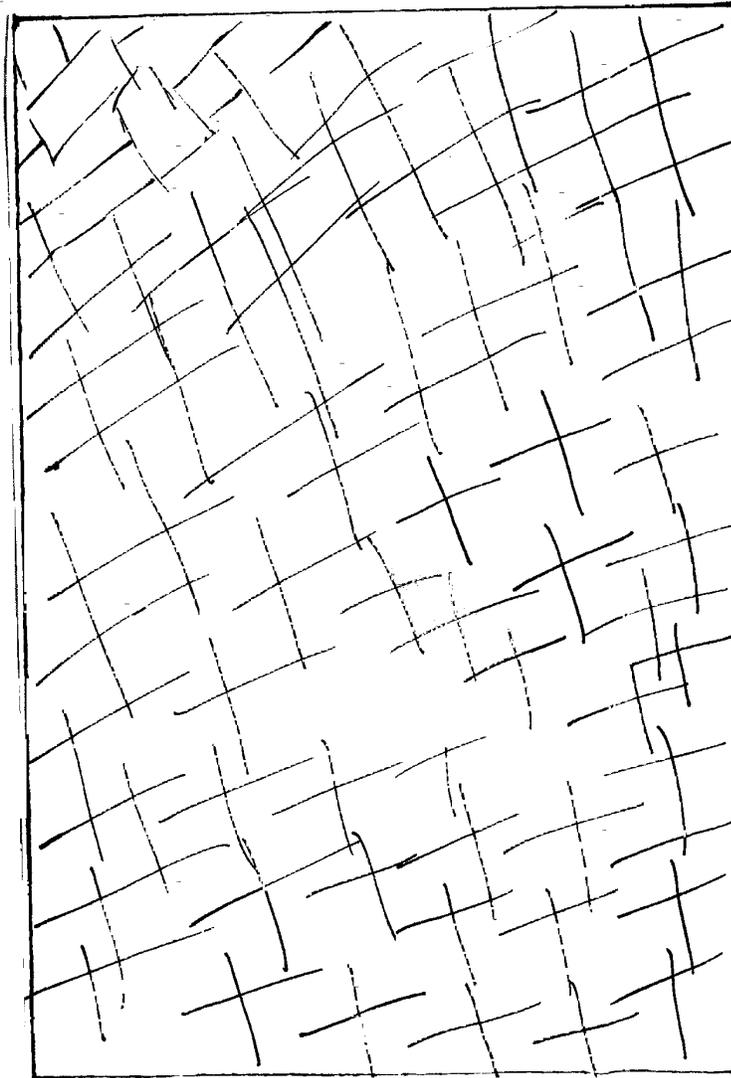
9x6 piece of thin cardboard or thick cardstock (2 pieces for each log)

masking tape

brown shoe polish

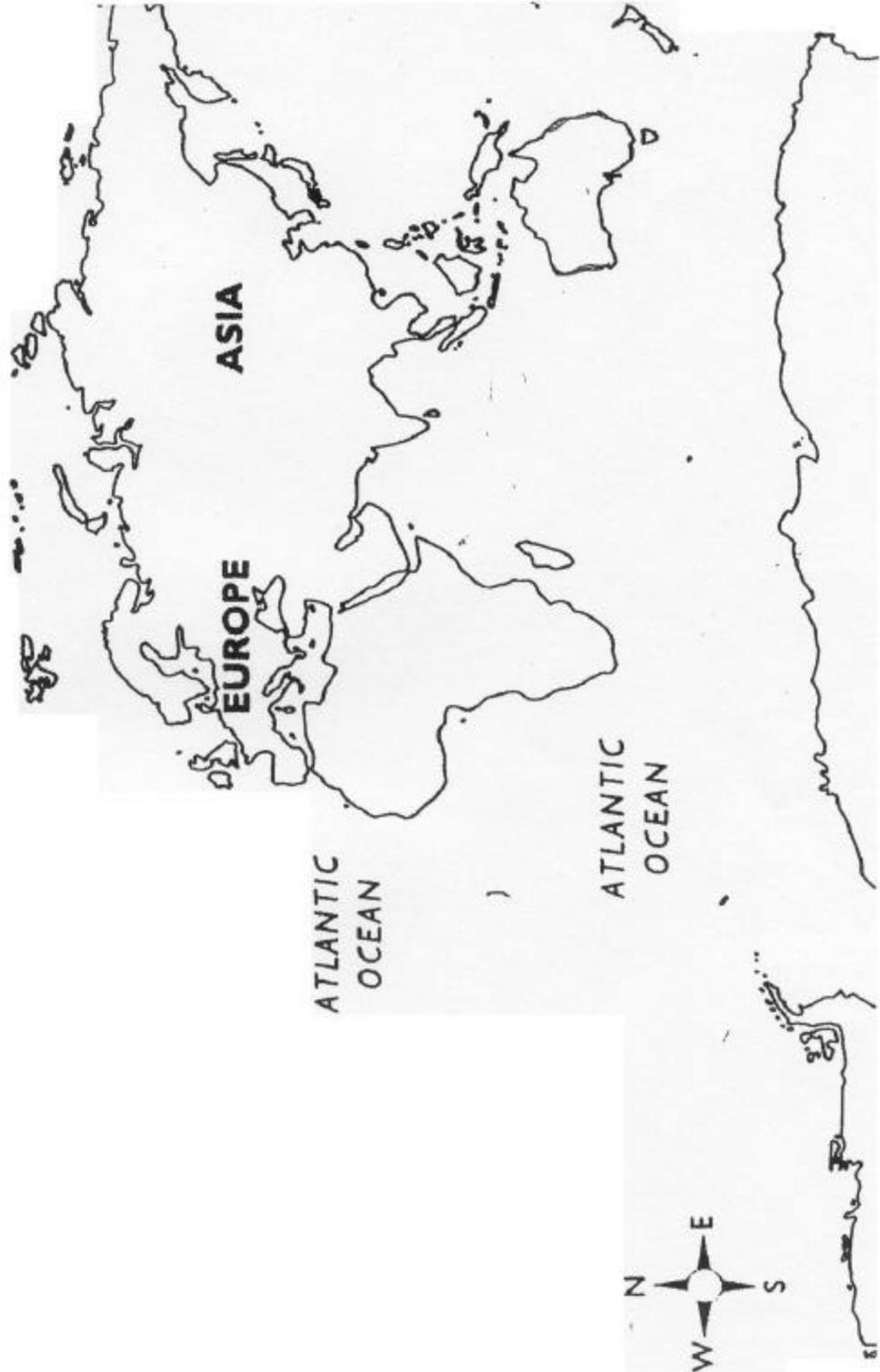
plain white paper (4 pieces folded in half to fit within the covers)

Construct the covers of the log by applying randomly overlapping pieces (about 1" strips) of masking tape to cover the cardboard. Then apply one to two coats of shoe polish to give the covers a "leather" look. Use a heavy duty stapler to attach the covers to the white paper.



Appendix C - Christopher Columbus: The Man, The Myth, The Legend

Columbus World



Appendix D



"Where There's A Will, There's A Way!"

I know that you're all getting sad;
I know that you're all getting mad;
It is land that you wish to see
From these boats you would like to be free!

Relax my young sailing friends,
I promise our voyage will end.
I promise we can turn around
If land is not soon to be found.

Two days have now passed us by,
And LOOK! there are birds in the sky!
I'll pull out my compass to locate
Which direction they're flying on this date.

North, south, west, or east
We're sure to find some land at least!
Our ninety day trip will soon come to an end,
With land spotted by Rodrigo de Triana, our friend.

Off the boat and on to land to play!
October 12, what a glorious day!
It gives me a great occasion to say,
"Where there's a will, there is a way!"

Appendix E



North, South, East, and West

To the tune of "Head, Shoulders, Knees, and Toes"

North, South, East, and West

East and West

North, South, East, and West

East and West

The compass shows what direction we will go

North, South, East, and West

East and West!

Appendix F

The Crew of 1492

We are the sailors of the Nina, Pinta, and Santa Maria.

We live on the sea; finding land is our criteria.

We eat fish, meat, honey, biscuits, and beans.

No grocery stores are anywhere to be seen.

We cook our food on open fires.

No stoves or ovens to cook what we desire.

We sleep at any spot under the sky .

I hope it does not rain, so we can stay dry .

No bedrooms or cabins are here.

We all live together; there is nothing to fear.

We sing, tell stories, pray, and do chores.

We do not have TV, radios, pools, or dancing floors.

We are the sailors of 1492

We are a wonderful crew.

By: Shari Kennedy