Early Explorers and Settlers

Squanto and Pilgrims

Puritan school

Explorers’ ships
# Early Explorers and Settlers

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Many of the first Europeans who came to the Americas were looking for economic opportunity. Others were looking for religious freedom.

For students in Core Knowledge schools, this unit will review and then explore in greater depth the history and stories that Kindergartners learned about early European explorers and the people who first moved to the area that came to be called the United States of America.
What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

- what maps and globes represent and how to use them
- what rivers, lakes, and mountains are and how they are represented on maps and globes
- the locations of the Atlantic Ocean and Pacific Ocean, the North Pole and South Pole, and the seven continents
- the names and locations of their continent, country, state, and community
- the use of map keys, symbols, and directions (north, south, east, west) on a map
- the locations of the Indian Ocean, Arctic Ocean, Canada, the United States, Mexico, Central America, the equator, the Northern Hemisphere, and the Southern Hemisphere
- the meanings of *peninsula*, *harbor*, *bay*, and *island*
- religions as the basis of significant events and ideas in history
  - Judaism: belief in one god, Exodus, Israel, Rosh Hashanah, Yom Kippur, Star of David, Torah, synagogue
  - Christianity: developed from Judaism, Jesus as the Messiah, Christmas, Easter, symbol of the cross
  - Islam: origin in Arabia, Allah, Muhammad, Mecca, Koran, mosque, Ramadan, Eid al-Fitr, Eid al-Adha, symbols of crescent and star
- the concept of religious freedom
What Students Need to Learn

- the story of Columbus’s first voyage to the Americas in 1492
- Spain’s search for gold and silver in Mexico, Central America, and South America
- the conquests of Cortés and Pizarro
- how European diseases devastated Native American populations
- the story of the Lost Colony and the founding of Jamestown
- the beginning of slavery and development of plantations in the Southern Colonies
- the Pilgrims’ voyage on the Mayflower, their founding of Plymouth Colony, and the first Thanksgiving as a result of Native American help
- the founding of Massachusetts Bay Colony by the Puritans
At a Glance

The most important ideas in Unit 7 are:

- Columbus’s arrival in the Americas was an accident, and references to his “discovery” are accurate only in terms of European knowledge.
- Spain’s interest in the Americas was fourfold: to gain territory, to find treasure, to exploit the land and indigenous peoples, and to convert indigenous peoples to Christianity.
- Spanish and Portuguese conquerors defeated the indigenous peoples because of guns, swords, and disease.
- Jamestown was founded for profit; the Pilgrims came for religious freedom.
- Africans were enslaved and brought to the colonies.
- The Puritans set up Massachusetts Bay Colony as an expression of their religious beliefs.

What Teachers Need to Know

What attracted the Spanish and English to explore and settle in North America, thousands of miles from home? For the Spanish and English explorers of the 1500s, the lure of the land and the gold they might find there beckoned them to the New World. But the hope of land and riches was certainly not fulfilled in the first English colonies, which suffered from being underprepared for the harsh winters and new land with few resources. The explorers may have looked for gold, but they found hunger, illness, and death. Historians still don’t know what happened to the Lost Colony on Roanoke Island.

The early Pilgrims and Puritans who came to New England in the 1600s were not looking for gold. They were driven by their desire to practice their religions freely according to their beliefs. Although they didn’t face the same threats of starvation and cold as the earlier colonies, they also struggled to establish themselves and survive. The story of these colonies is also the story of the Native Americans whom the colonists encountered in their new home and of the Africans who were forcibly brought to the colonies to be enslaved workers on the tobacco plantations.

Unit Resources

Teacher Components

Early Explorers and Settlers Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may
be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, and Student Activity Pages and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 76. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

» The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

» The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

» The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

» My Passport is a tangible reminder and souvenir of the various places and events that students using the Core Knowledge History and Geography™ (CKHG™) series at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day culture, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passports. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The Early Explorers and Settlers Student Book includes seven chapters, intended to be read aloud by the teacher as the students look at images on each page.
As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves.

For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

**USING THE TEACHER GUIDE**

**Pacing**

The *Early Explorers and Settlers* unit is one of nine world and American history and geography units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 11–12 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that
you spend no more than fifteen to twenty days teaching the *Early Explorers and Settlers* unit so that you have sufficient time to teach the other eight units in the Grade 1 CKHG series.

**Reading Aloud**

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (*like this*). Core Vocabulary words appear in boldface color (*like this*). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

**Turn and Talk**

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

**Big Questions and Core Vocabulary**

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.
Read Aloud Chapters | Big Questions | Core Vocabulary
---|---|---
Chapter 1: The Conquistadors | Why did Spanish and Portuguese explorers go to Mexico and Central and South America? | explorers, voyage, the Americas, riches, conquerors, diseases, colonies
Chapter 2: Queen Elizabeth and the Lost Colony | Why did Queen Elizabeth of England want to send English explorers and settlers to this “New World”? | New World, ruler, settlers
Chapter 3: The English Travel to Virginia | What did King James and the English traders hope to find in Virginia? | trade, traders, furs, lumber, pearls, supplies, passengers, on board
Chapter 4: John Smith and the Powhatan | What happened to the settlers when they first arrived in Virginia? | adventurer, natural leader, equal, swampland, mosquitoes, malaria, survived, crops
Chapter 5: Enslaved People in the Colonies | Why were people from Africa enslaved and taken to the thirteen colonies? | enslaved, tobacco plants, pipes, plantations
Chapter 6: The Pilgrims Arrive in Plymouth | How did Squanto help the Pilgrims? | hammocks, main deck, stormy weather, course, lose hope, feast
Chapter 7: The Puritans | What was Massachusetts Bay Colony like? | worship, charter, townspeople, public schools, college, colonists

Activity Pages

The following activity pages can be found in Teacher Resources, pages 111–115. They are to be used with the lesson specified for additional class work or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1, 2, 3, 5—World Map (AP 1.2)
- Chapter 1—Early Exploration (AP 1.3)
- Chapters 1, 2, 6, 7—Map of the Americas (AP 1.4)
- Culminating Activity—Mayflower Boats (CA.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.
A special note about the pathway to citizenship

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the Core Knowledge Sequence. The Sequence topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link for the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books


### Early Explorers and Settlers Pacing Guide

Note to Teacher: *Early Explorers and Settlers* is intended to be taught as the seventh unit of Grade 1 CKHG.

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# Early Explorers and Settlers Pacing Guide

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*Early Explorers and Settlers*
CHAPTER 1

The Conquistadors

Primary Focus Objectives

✓ Understand that the conquistadors were sent to North and South America to search for and bring back gold and silver to their own countries in Europe. (SL.1.2, SL.1.3)

✓ Understand that the conquistador Hernán Cortés conquered the Aztec and that Francisco Pizarro, also a conquistador, conquered the Inca. (SL.1.2, SL.1.3)

✓ Understand that many people who lived in the places that the conquistadors explored and conquered became gravely ill and died after being exposed to diseases brought by the conquistadors. (SL.1.2, SL.1.3)

✓ Understand the meaning of the following domain-specific vocabulary: explorers, voyage, the Americas, riches, conquerors, diseases, and colonies. (L.1.4, L.1.5)

Materials Needed

• globe and sticky notes
• internet access
• red, brown, and orange crayons, colored pencils, or markers
• video biography and/or images depicting Columbus and the story of his voyage to the Americas in 1492
• individual student copies of Early Explorers and Settlers Student Book
• individual student copies of Letter to Family (AP 1.1)
• teacher and individual student copies of World Map (AP 1.2)
• teacher and individual student copies of Early Exploration (AP 1.3)
• teacher and individual copies of Map of the Americas (AP 1.4)
• images of modern ships

Use this link to download the CKHG Online Resources for this unit, where the specific links to the “Seven Continents Song,” the video biography and images of Columbus, and images of modern ships can be found:

www.coreknowledge.org/ckhg-online-resources
What Teachers Need to Know

Christopher Columbus

Christopher Columbus, who had grown up in Genoa, Italy, and had long dreamed of adventure at sea, approached King Ferdinand and Queen Isabella of Spain, asking them to fund a voyage to Asia to bring back spices and silk. He told them that he could find a new and potentially more lucrative route to Asia by sailing west, thus circumventing the Arab merchants who controlled existing routes, as well as the Portuguese, who had recently discovered a route to the Indies by first sailing around the tip of Africa and then east to the Indies.

Presented with the prospect of a new trade route to the Indies, Ferdinand and Isabella were eventually persuaded to fund Columbus’s expedition. He sailed with three ships, the Niña, the Pinta, and the Santa Maria, setting out on August 3, 1492.

Land was finally sighted on October 12, 1492. Columbus and his men went ashore and encountered the indigenous people who lived there. Columbus believed he had sailed to the East Indies—a set of islands east of India—and so he mistakenly called the people he met, the Taino, “Indians.”

In fact, he had sailed to one of the islands in the Bahamas. What Columbus did not realize was that the continents of North and South America stood between his ships and Asia. Years later, when the riches of Asia failed to materialize, the Europeans realized Columbus’s mistake but continued to refer to the indigenous people he had met as “Indians.”

The Conquistadors

Columbus thought that he had found the outer islands of the Indies, and so, at first, did the Spanish monarchs, Ferdinand and Isabella. They sent soldiers, administrators, and colonists to settle these islands and find gold. They also sent Catholic missionaries to convert the Indians to Christianity. Some of the men who went were adventurers known as conquistadors, intent on finding and taking the riches of the Indies. They came from many different occupations and were not professional soldiers. They saw themselves as volunteers serving their country.

The leader of each group of conquistadors signed an agreement with the Spanish government, which recognized the authority of the expedition in exchange for one-fifth of all treasure found. Each member of the expedition would get a share of whatever the expedition took. These shares might consist of gold and silver, or they might be enslaved indigenous people whom the Spanish seized. The Spanish used enslaved indigenous people as forced laborers to work on their farms and in their mines.

By 1520, the Spanish had given up their pursuit of treasure on the Caribbean islands and looked to the mainland. They set out from the Caribbean to explore what we know today as Mexico, Central America, and South America.

The Aztec and Inca Empires provided vast storehouses of silver and gold, but those sources were limited. The real wealth of the Spanish colonies lay in the huge deposits of silver discovered in Mexico and Peru between 1545 and 1565. The Spanish mine owners made fortunes, as did the Spanish government, because the monarchy received one-fifth of all the silver mined.

Hernán Cortés and the Aztec

In 1519, Hernán Cortés, a Spanish explorer who had taken part in the conquest of Cuba a few years earlier, set out with some five hundred conquistadors, leaving Cuba for the mainland and landing
on the Yucatán Peninsula. His goal was to gain control of the wealth of the mighty Aztec Empire. With the help of an Aztec woman named Malinche, who had been sold as a slave and later served as a translator, Cortés persuaded various groups of Aztec subjects to support the Spanish. Gaining allies was not difficult because the Aztec had conquered and treated people cruelly, forcing them to pay tribute.

Cortés burned his ships so that his men could not desert. Then he turned and marched on the great Aztec city of Tenochtitlán (/tay*nawch*tee*tlahn/). The Aztec emperor, Moctezuma II, was waiting for him. News had traveled quickly to Moctezuma about Cortés. According to an Aztec prophecy, when the god Quetzalcoatl (/ket*sal*ko*at*l/) reappeared, the empire would collapse. Moctezuma feared that Cortés was this god, who according to Aztec belief had once lived among the Aztec. Cortés made Moctezuma his prisoner and ruled through him. In a later rebellion against the Spanish, Moctezuma was killed, and Cortés and his forces retreated.

In 1521, Cortés returned and, after a siege that lasted three months, succeeded in capturing Tenochtitlán. Cortés was aided by a terrible epidemic that killed many thousands of the Aztec. He destroyed Tenochtitlán and established Mexico City in its place, using stone from the Aztec temples to build Catholic churches. Mexico City became the center of the Spanish province of New Spain. Cortés went on to conquer central Mexico and the northern area of Central America. Cortés never received the recognition that he believed he deserved from the Spanish king. He died in Spain in 1540.

**Francisco Pizarro and the Inca**

After the fall of the Aztec Empire, the conquistadors soon turned their attention to the Inca Empire to the south. Francisco Pizarro and his forces located the Inca in 1531. The Inca had just fought a civil war over who would lead their empire. Two half-brothers had each ruled a part of the empire, and each tried to seize the other part.

Atahualpa (/a*ta*wal*pa/), who had governed the northern region, had won. After first offering to meet peacefully with him to gain Atahualpa's confidence, Pizarro was able to kidnap the emperor. For his freedom, Pizarro demanded two rooms filled with gold and silver. The ransom was paid, but Atahualpa was executed anyway.

Pizarro captured the Inca city of Cuzco (/koos*ko/); with its downfall, the empire began to collapse. Pizarro established a new capital at Lima. In 1536, the new Inca emperor, Manco Capac, tried to retake Cuzco but was defeated. News of the empire's wealth brought many conquistadors, who went on to explore and conquer Inca strongholds throughout the empire.

**Indigenous People Devastated by Disease**

The Spanish were successful in defeating the indigenous peoples they met for several reasons. The Aztec and the Inca were defenseless against Spanish guns, swords, and horses, and they also could not fight the diseases that the Spanish brought with them. Diseases such as smallpox and measles were unknown among the indigenous peoples, so they had no immunity to them.

The first to fall ill from European diseases were the indigenous peoples of the Caribbean islands, the first to come into contact with the Spanish. Between disease and the forced labor policies of the Spanish, the indigenous population on some islands disappeared. Some experts believe that in the 1500s and 1600s, anywhere from 50 percent to 80 percent of the indigenous population across North and South America died. Almost everyone agrees that millions of indigenous people were wiped out by European diseases.
In the Caribbean, this meant that there was no longer a cheap supply of forced labor to work in the mines and farms that the Spanish established. This need for a new source of labor was the impetus for beginning the transatlantic slave trade. A few Africans had been brought to work in the mines on Hispaniola, but the need for large numbers of workers spurred the African slave trade.

**Portuguese Conquerors and Explorers**

Portuguese explorers, like the Spanish, planted their flag in the Americas on behalf of the Portuguese crown. These rival countries worked out an agreement in 1494, the Treaty of Tordesillas, which drew an imaginary line from the North Pole to the South Pole. The treaty stated that all land west of the line could be claimed by Spain and all land east of the line could be claimed by Portugal. The agreement disregarded the indigenous peoples of the Americas, who had maintained sophisticated cultures for hundreds, if not thousands, of years.

In April 1500 Pedro Álvares Cabral, who had previously voyaged to India on behalf of King Manuel I of Portugal, was sent on behalf of his king on a westward voyage, with thirteen ships under his command. Many historians believe that he was the first European to arrive in Brazil, which he claimed on behalf of Portugal.

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**The Core Lesson**

**Introduce Early Explorers and Settlers and Chapter 1: “The Conquistadors”**

Distribute copies of the World Map (AP 1.2), and tell students that you are going to review some geography skills that they learned in earlier Grade 1 CKHG units. Play the “Seven Continents Song,” and ask students to join in and point to each continent on their World Map as it is named. Demonstrate the locations of the continents during the song, either on a display copy of the World Map (AP 1.2) or on a globe.

Tell students that in this unit, they will learn about people who lived long ago and who sailed from their homes in Europe to explore other parts of the world. These people were called explorers.

**CORE VOCABULARY**—Explain that explorers are people who travel to places far away from their home to see what they can find.

Now show students the portrait of Christopher Columbus from the CKHG Online Resources, and remind them that they learned about this explorer in Kindergarten. Ask if any students remember the name of this explorer or the story of his famous voyage in 1492.

**CORE VOCABULARY**—Explain that a voyage is a long journey that involves traveling, usually by sea or across a great distance.
Review the story of Christopher Columbus’s voyage to the Americas, using either the brief video clip or the series of images included in CKHG Online Resources for this unit.

Make the following points as you review the story of Christopher Columbus’s voyage in 1492:

- Queen Isabella and King Ferdinand of Spain funded the voyage and provided the ships.
- Columbus’s ships were named the Niña, the Pinta, and the Santa Maria.
- Despite his intention to sail to the Indies for spices and silk, Columbus accidently landed in the Americas, where he met the indigenous people already living there.

**SUPPORT—Distribute Early Exploration (AP 1.3) to each student.** Help students locate Spain, North and South America, and Asia, and then ask them to color Spain red, North and South America brown, and Asia orange. Then show Europe and Asia on the globe, explaining that before Columbus’s voyage, Europeans had been sailing south and east to reach Asia. Show students possible southern and eastern routes on the globe.

Columbus thought that he could reach the Indies by sailing west. Show students the globe again and the route that Columbus hoped to take to get directly to the Indies by sailing west. Cover up the Americas with sticky notes to show his proposed route. Then remove the sticky notes to show that the Americas lie between Europe and Asia.

**Activity Page**

Now ask students to refer to the World Map (AP 1.2) and to point to the areas of the map that are “the Americas.” Be certain that students understand that the term “the Americas” refers to South America and North America, including the countries of Central America.

Next, show students the cover of the Early Civilizations of the Americas Teacher Guide. Remind students that in this earlier CKHG unit, they learned that there were people already living in different parts of the Americas at the time of Columbus’s voyage. Using the images on the cover, remind students about the powerful and wealthy Aztec, Inca, and Maya civilizations.

**Distribute copies of the Student Book Early Explorers and Settlers to the class, and tell them the title of the book.** Ask students to look at the cover. Explain that the images on the top half of the cover show people who came from other countries to explore and live in the Americas. The image at the bottom of the page shows the type of ship on which these people came to the Americas. Share the images of modern ships with students, by way of comparison. Make sure that students understand that modern ships have engines and motors that enable them to move. The type of ship that Columbus and the other early explorers and settlers used did not have engines and motors. In order for the ships to move, sailors had to catch the wind in the ship’s sails.

Point out to students that it took much longer for these ships to cross the Atlantic Ocean than for today’s ships. Mention that it took Columbus more than sixty-three days to travel from Europe to the Americas; modern ships are able to travel the same distance in six to eight days.
Tell students that in the first chapter, they will hear about some of the first European explorers who came to the Americas after Columbus. Tell students to listen carefully to find out why these explorers came to the Americas.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit the Americas of long ago.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to the Americas of long ago,” and then ask students to open their eyes.

**Big Question**

Why did Spanish and Portuguese explorers go to Mexico and Central and South America?

**Core Vocabulary**

explorers  voyage  the Americas  riches  conquerors  diseases  colonies
Chapter 1: “The Conquistadors”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “The Conquistadors”; they will learn what that word means as they listen to the Read Aloud.

The Conquistadors

Christopher Columbus was an explorer who sailed across the Atlantic Ocean and arrived in the Americas in 1492. King Ferdinand and Queen Isabella of Spain had paid for his voyage. The fact that Christopher came upon land mostly unknown to Europeans made the king and queen happy. They hoped to find many riches in the Americas.

Note to Teacher: Conquistadors is pronounced (/kon*kees*ta*doorz/).

CORE VOCABULARY—Explain that the Americas are the continents of North America—including Central America—and South America.

CORE VOCABULARY—Explain that riches are large amounts of money and belongings.

SUPPORT—Use World Map (AP 1.2) or Early Exploration (AP 1.3) to point out how far Spain is from the Americas. Guide students in using their fingers to show/trace the general route Columbus might have taken from Europe across the Atlantic Ocean to the Americas.
Ask students the following questions:

**LITERAL**—Who was Christopher Columbus?

» Christopher Columbus was an explorer who sailed from Europe across the Atlantic Ocean to the Americas.

**LITERAL**—What did King Ferdinand and Queen Isabella hope to find in the Americas?

» They hoped to find many riches in the Americas.

**INFERENTIAL**—Why might the Americas have been unknown to Europeans?

» The Americas might have been unknown to Europeans because the continent of Europe was far away from the Americas and it was difficult to get to them.

Now ask students to look at the images on page 3 as you read aloud.

The Spanish, and the Portuguese who followed, soon discovered that some places in Central and South America, as well as in Mexico, were rich in gold and silver. People just had to dig it out of the ground. The Spanish and the Portuguese sent conquerors to take control of the land and the people. Spanish conquerors were called conquistadors.

This is what gold looks like when it is first taken out of the ground.

**CORE VOCABULARY**—Explain that conqueros are people who take control of a place or other people by force or fighting. Conquistador is a Spanish word that means conqueror.
Ask students the following questions:

**LITERAL**—What did the Spanish and Portuguese discover about some places in Central and South America and in Mexico?

» They discovered that these places were rich in gold and silver.

**LITERAL**—Why were conquerors sent to these places?

» They were sent to take control of the land and the people.

Ask students to look at the image on page 4 as you read aloud.

Hernán Cortés and Francisco Pizarro were Spanish conquistadors. They helped to make Spain rich. Hernán Cortés conquered the Aztec of Mexico and took their land. Francisco Pizarro conquered the Inca of Peru. The Spanish killed many people with their swords and guns. Some also died from diseases the Spanish brought with them, while others were forced to dig for gold and silver.

**CORE VOCABULARY**—Explain that **diseases** are illnesses or sicknesses.
Ask students the following questions:

LITERAL—Who were Hernán Cortés and Francisco Pizarro? What did they do?
» Cortés and Pizarro were Spanish conquistadors. Cortés conquered the Aztec in Mexico, and Pizarro conquered the Inca in Peru.

LITERAL—What happened to the people whom Cortés and Pizarro conquered?
» Many were killed by the Spanish with swords and guns. Some died from diseases. Others were forced to dig for gold and silver.

Now ask students to look at the image on page 5 as you read aloud.

Spanish ships in particular, sailed across the Atlantic with gold and silver taken from Mexico, and Central and South America. This made some European kings and queens jealous. They wanted their countries to become rich too! And Spain and Portugal were not only searching for riches in the Americas, they were setting up colonies there also.

CORE VOCABULARY—Explain that colonies are places that are settled and controlled by people from another country.
Ask students the following questions:

**LITERAL**—Why were other European kings and queens jealous of the Spanish and Portuguese?
» They were jealous of the gold and silver the Spanish and Portuguese had found. They wanted their own countries to become rich.

**LITERAL**—What else were Spain and Portugal doing in the Americas?
» They were setting up colonies on land in the Americas.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Why did Spanish and Portuguese explorers go to Mexico and Central and South America?
» The Spanish and Portuguese went to some places in Central and South America, as well as in Mexico, hoping to find riches. They discovered gold and silver, conquered the lands and people, and set up colonies.

**Activity Page**

**Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.
Queen Elizabeth and the Lost Colony

Primary Focus Objectives

✓ Understand the reasons for England’s exploration of North America. (SL.1.2, SL.1.3)
✓ Identify Sir Walter Raleigh, and describe his role in starting an English colony on Roanoke Island. (SL.1.2, SL.1.3)
✓ Identify Virginia Dare as a child born of English parents in North America. (SL.1.2, SL.1.3)
✓ Understand the mystery of the Lost Colony of Roanoke. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: New World, ruler, and settlers. (L.1.4, L.1.5)

Materials Needed

- globe
- individual student copies of Early Explorers and Settlers Student Book
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the Americas (AP 1.4)

Activity Pages
AP 1.2
AP 1.4

What Teachers Need to Know

In 1585, Sir Walter Raleigh financed the establishment of the first English colony in America on Roanoke Island off the coast of North Carolina. One hundred and eight men tried to start a settlement. Later, discouraged, all but fifteen returned to England in 1586.

In 1587, Sir Walter Raleigh sponsored a second expedition to America to establish a settlement of one hundred English men, women, and children. He appointed John White as governor. The colonists were to sail to the Chesapeake Bay and find a suitable area for settlement. On the way, their ship stopped at Roanoke Island to look for the fifteen Englishmen who had been left there the year before. The ship’s captain for White’s expedition refused to sail farther, so the colonists set up their camp on Roanoke Island. A child named Virginia Dare was born there in 1587.

White reluctantly returned to England for supplies. Several people—colonists and some of the local Native Americans—had already been killed as a result of fighting between the two groups. When White arrived in England, he found the nation braced for an invasion by the Spanish Armada at any moment. No large ships were allowed to leave England. It was not until 1590 that White could return to Roanoke Island.
When he arrived, he found no trace of the settlement or of the colonists. A fort stood where the houses had been, and carved on a nearby tree were the letters c-r-o-a-t-o-a-n. White thought that this meant that the colonists had either moved to Croatoan Island or had gone inland to live with the Croatoan Native Americans. These Native Americans had been friendly to the colonists when they had first arrived. However, storms prevented White from searching any further, and he returned to England without knowing what had happened. Thus began the story of the Lost Colony.

Sir Walter Raleigh was an adventurer, explorer, writer, and courtier. The settlement at Roanoke was only one of several colonization attempts that he underwrote. He also sailed up the Orinoco River in Venezuela looking for gold. Raleigh is credited with introducing potatoes and tobacco to England. Once a favorite of Queen Elizabeth I, he was executed for treason by James I.

THE CORE LESSON

Introduce: “Queen Elizabeth and the Lost Colony”

Using the images on pages 2–5 of the Student Book, guide students in summarizing what they learned in the last Read Aloud about the exploration of the Americas by conquerors from Spain and Portugal:

• Christopher Columbus came to the Americas in 1492.
• Spain and Portugal sent conquerors to the Americas to take control of the land and people; the Spanish conquerors were called conquistadors.
• The Spanish and Portuguese wanted riches from the Americas.
• Conquistador Hernán Cortés conquered the Aztec, and conquistador Francisco Pizarro conquered the Inca.
• The people of the Americas were forced to dig for gold and silver. Many were also killed by European guns, swords, or diseases.
• Other European kings and queens became jealous and began sending their own people to set up colonies in the Americas.

Tell students that when Queen Elizabeth of England heard about the gold from the Americas that the conquistadors were bringing back to Spain, she decided to send English explorers to the Americas to look for gold and to take land.

Explain that in today’s Read Aloud, students will hear about the first English explorers to come to the Americas.

Big Question

Why did Queen Elizabeth of England want to send English explorers and settlers to this “New World”?

Core Vocabulary

| New World | ruler | settlers |
Chapter 2: “Queen Elizabeth and the Lost Colony”

Distribute copies of the Student Book. Ask students to turn to page 6 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Queen Elizabeth and the Lost Colony.”

Some of the other European countries, including England, sent their traders and fishermen to the “New World” to make money. One ruler, Queen Elizabeth of England, wanted English settlers to go there and also take land, just as the Spanish and Portuguese had done.

To do this, Queen Elizabeth needed someone brave enough to set off on a dangerous voyage to find land that could be settled on. She chose Sir Walter Raleigh.

CORE VOCABULARY—Explain that the New World is what Europeans called the Americas because the Americas were new to them.

CORE VOCABULARY—Explain that a ruler is a person who has power over a country, such as a king or queen.

CORE VOCABULARY—Explain that settlers are people who move to live in a new place.

SUPPORT—Use World Map (AP 1.2) to show students the location of England. Have students trace a route across the Atlantic Ocean from England to North America on the map or on the globe.
Ask students the following questions:

**LITERAL**—Why did some of the other European countries send their traders and fishermen to the New World?

» The other European countries sent their traders and fishermen to make money.

**LITERAL**—Why did Queen Elizabeth send Sir Walter Raleigh to the New World?

» She wanted English settlers to go there to seek riches and also take land.

Now ask students to look at the image on page 7 as you read aloud.

Sir Walter set sail to explore the eastern coast of North America. He needed to find the perfect place to build an English colony. Sir Walter found just the spot! When he returned, he sent a group of men to Roanoke Island, just off the coast of what is today North Carolina.

Sir Walter felt sure that they would be able to set up an English colony on this small island.

**SUPPORT**—Guide students to describe what they notice about the old map that is pictured. Ask them to point to the place where the English settlers probably lived.

Ask students the following questions:

**LITERAL**—Why did Sir Walter explore the eastern coast of North America?

» He explored the eastern coast of North America to find the perfect place for an English colony.
LITERAL—What place did Sir Walter choose?

» He chose Roanoke Island off the coast of what is today North Carolina.

Ask students to look at the images on page 8 as you read aloud.

The first group of English settlers sent to Roanoke Island did not last long. Life there was too difficult, and they returned to England, leaving only fifteen men behind. Sometime later, Sir Walter sent a second group of English men, women, and children to Roanoke Island to try again. For a while, things went well.

A child, named Virginia Dare, was born there. But less than three years after they arrived, these settlers had all disappeared. No one knows for sure what happened to them.

SUPPORT—Use Map of the Americas (AP 1.4) to show students the location of Roanoke Island.

SUPPORT—Ask students to describe what is happening in the main image on the page. Lead a discussion about the kinds of work people would have to do to create a home in a new place, such as building houses and finding food and water.

Ask students the following questions:

LITERAL—Why didn’t the first group of settlers sent to Roanoke Island last long?

» The settlers didn’t last long because life on Roanoke Island was too difficult, so all but fifteen went back to England.

LITERAL—Who was the child born on Roanoke Island?

» Virginia Dare was the child born on Roanoke Island.
**LITERAL**—What happened a few years after the new colonists arrived?

» Less than three years after the colonists arrived, they had disappeared.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Why did Queen Elizabeth of England want to send English explorers and settlers to this “New World”?  

» Queen Elizabeth of England wanted to send English explorers and settlers to the New World to live there, make money, and take land for England.

**Additional Activities**

**Roanoke Island and the Lost Colony**

**Materials Needed:** internet access, capability to display internet in classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Remind students of the mysterious disappearance of the second group of settlers on Roanoke Island, and ask them what they believe happened.

Tell them that they are going to watch *The Colonial Settlement That Vanished into Thin Air* (02:00), a short video about the mystery of this lost colony.

Pause the video periodically to point out physical geographical features of the area, as well as the replica of the ship, and to ask students their thoughts and ideas.

After playing the video, organize a class discussion so that students can talk with one another about what they believe might have happened to the settlers.
The English Travel to Virginia

Primary Focus Objectives

☑ Understand why the English wanted to set up an English colony in the New World. (SL.1.2, SL.1.3)

☑ Understand the meaning of the following domain-specific vocabulary: trade, traders, furs, lumber, pearls, supplies, passengers, and on board. (L.1.4, L.1.5)

Materials Needed

- globe
- individual student copies of Early Explorers and Settlers Student Book
- teacher and individual student copies of World Map (AP 1.2)
- images of lumber and pearls

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images can be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

After the failure on Roanoke Island, a permanent English colony was not established in North America until 1607, when colonists sailing under a charter from King James I planted the English flag at Jamestown. Roanoke had been the undertaking of a single man, Sir Walter Raleigh. However, the failure of his efforts at colonization showed how financially risky such undertakings were. Rather than shoulder all the potential losses from an expedition, some London merchants decided to combine into a joint-stock company to finance another colonization attempt. It was similar to a modern corporation in which people buy shares to underwrite expenses, with the expectation that they will share in the profits.

The merchants named their venture the Virginia Company and sought a charter from King James I. At that time, all land that explorers came upon was claimed in the name of the nation under whose flag they sailed. As a result, anyone who wanted to settle on that land needed the monarch’s permission—whether it was the king and/or queen of Spain, France, or England. The Virginia Company was granted a charter to settle along the coast of an area that stretched from what is modern-day North Carolina through Virginia and Maryland to Delaware.
Introduce: “The English Travel to Virginia”

Using the images on pages 6–8 of the Student Book, guide students in summarizing what they learned in the last Read Aloud about Sir Walter Raleigh, Virginia Dare, and the colony that disappeared from Roanoke Island:

- Queen Elizabeth of England sent Sir Walter Raleigh to North America to find land where the English could settle.
- Raleigh chose Roanoke Island.
- The first group of settlers thought life in Roanoke was too difficult, so all but fifteen of them went back to England.
- The second group of settlers did better. Virginia Dare was a child born in Roanoke.
- The Roanoke settlers disappeared. No one knows what happened to them.

Tell students that in today’s Read Aloud, they will learn several different reasons why the English continued to travel to the New World.

Big Question

What did King James and the English traders hope to find in Virginia?

Core Vocabulary

<table>
<thead>
<tr>
<th>trade</th>
<th>traders</th>
<th>furs</th>
<th>lumber</th>
<th>pearls</th>
<th>supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>passengers</td>
<td>on board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Distribute copies of the Student Book. Ask students to turn to page 9 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The English Travel to Virginia.”

The English Travel to Virginia

For a while, the English did not send any more settlers to the New World, though they did continue to trade and fish there. These English traders brought back many valuable goods, such as furs, lumber, and pearls. They became rich.

CORE VOCABULARY—Explain that to trade means to exchange goods, or to give one thing to get something different. Traders are people who make a living by exchanging and selling goods.

CORE VOCABULARY—Explain that furs are the skins from animals’ bodies with the fur still on them, which are cleaned and used to make clothing or blankets. Point out the fur in the image on the page.

CORE VOCABULARY—Display the image of lumber, and explain that lumber is wood that has been chopped down from trees and then cut and prepared to use for building. Lumber is used to build houses and furniture.

CORE VOCABULARY—Display the image of pearls, and explain that pearls are hard, shiny objects, often little balls, that grow inside the shells of sea creatures called oysters and are used in jewelry.
Ask students the following question:

**LITERAL**—What did English traders bring back from the New World?

» English traders brought back many valuable goods, such as furs, lumber, and pearls.

Now ask students to look at the images on page 10 as you read aloud.

Eventually, some of these traders went to the new ruler of England, King James, with a plan. They wanted to try again to set up an English colony in the New World. And they wanted to send settlers to search for gold and silver. King James agreed. The traders hurried off to find ships, supplies, and men.

**CORE VOCABULARY**—Explain that **supplies** are the materials or things that the settlers might need to make the voyage to the New World and to survive there, such as food and blankets.

**SUPPORT**—Ask students to brainstorm a list of supplies that the settlers might need to make the voyage by sea, as well as to begin a colony and survive there.

**SUPPORT**—Call attention to the image of King James on this page, and ask students to describe how he is dressed. Be sure students understand that this was the style of dress of wealthy people during this time period. Also call attention to the left-hand drawing at the bottom of the page, and explain that it shows a symbol called a coat of arms. This coat of arms represents the Virginia Company, a group of traders who wanted to try again to set up an English colony in the New World and who received King James’s permission. The coat of arms shows two soldiers. Between the soldiers is a shield with symbols of four parts of the British kingdom. The banner underneath declares the new colony (Virginia) to be a fifth part of the kingdom.
Ask students the following questions:

**LITERAL**—What did the English traders want the new settlers to do?

» The traders wanted the new settlers to search for silver and gold.

**LITERAL**—What did King James do?

» King James agreed to send new settlers to the New World to set up an English colony.

**Ask students to look at the image on page 11 as you read aloud.**

Just before Christmas in 1606, three ships sailed into the Atlantic Ocean. They were named the *Susan Constant*, the *Godspeed*, and the *Discovery*. One hundred and five male passengers and thirty-nine sailors were on board. Also on board was a letter from King James telling the settlers what to do and how to behave when they arrived in the New World.

**CORE VOCABULARY**—Explain that *passengers* are people traveling in a ship, car, plane, train, or bus, who don’t drive the vehicle, steer it, or have a job in it. They are riding in it to get from one place to another.

**CORE VOCABULARY**—Explain that *on board* means “on or in a vehicle,” in this case on or in a ship.

**Ask students the following question:**

**LITERAL**—How many ships sailed to the New World from England?

» Three ships sailed to the New World from England.
Soon after these English settlers set out, the winds died down and the sailing ships went nowhere. For six weeks, the three ships sat in the Atlantic Ocean, waiting for a wind to fill the sails and take them west.

As they waited, the settlers ate food they had planned to use in their new home. They drank the water they had brought with them. And as the weeks went by, they became sick.

**SUPPORT**—Have students study the images on the page. What do the people seem to be doing? (Possible responses: moving about the ship, keeping watch, talking, moving a bag of something)

Remind students that the settlers brought supplies that they might need on their voyage and in their new home. Challenge them to point to where the supplies might be in the image. *(the barrels and bags in the bottom image)*

**Ask students the following questions:**

**LITERAL**—What happened after the English settlers set out for the New World?

» The winds died down, and their sailing ships went nowhere for six weeks.

**LITERAL**—What did the colonists do while they waited?

» The colonists ate the food they had planned to eat once they arrived in their new home and drank the water they had brought. They became sick.
Ask students to look at the image on page 13 as you read aloud.

Finally, strong winds did arrive. But the winds were so strong that they blew the ships in the wrong direction. Bad storms swept across the ocean, and enormous waves pounded the ships. Eventually, four months after leaving England, the three ships reached what is today Virginia.

**SUPPORT**—Use the World Map (AP 1.2) and/or the globe to show the distance that the three ships traveled from England to Virginia (Jamestown).

**Ask students the following questions:**

**LITERAL**—What happened after strong winds arrived?
» The strong winds blew the ships in the wrong direction.

**LITERAL**—How long after leaving England did the settlers arrive in Virginia?
» The ships reached Virginia four months after leaving England.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What did King James and the English traders hope to find in Virginia?
» King James and the English traders hoped to find gold and silver in Virginia.
John Smith and the Powhatan

Primary Focus Objectives

✓ Describe the difficulties that British settlers encountered in Jamestown after they arrived. (SL.1.2, SL. 1.3)
✓ Explain how the Powhatan helped the British settlers during their first winter in Jamestown. (SL.1.2, SL.1.3)
✓ Identify who John Smith and Pocahontas were. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: adventurer, natural leader, equal, swampland, mosquitoes, malaria, survived, and crops. (L.1.4, L.1.5)

Materials Needed

• individual student copies of Early Explorers and Settlers Student Book

What Teachers Need to Know

Jamestown

In April 1607, the first one hundred English colonists—men and boys only—dropped anchor in a river they named “James” in honor of the English king. After a search for a site that was accessible for trade with the local people and out of sight of Spanish ships, the colonists established their settlement and named it Jamestown. Unfortunately, the area was marshland and filled with mosquitoes.

Farming such land would prove difficult. However, many of the men who came in the first three years of the colony were not interested in farming. They were there to search for gold and silver and to trade with the Native Americans for beaver and deer skins. These trade goods were luxuries that would bring high prices in Europe. The charter also commanded the colonists to convert the indigenous peoples to Christianity, but unlike the Spanish, the British Crown did not send missionaries—or soldiers—to force the Native Americans to obey.

The quest for riches made it difficult to get the men to work together. Finally, Captain John Smith took charge and told the men that those who did not work would not eat. Reluctantly, the men began to farm. Smith remained in charge until 1609, when he returned to England because of an injury.
Between 1607 and 1609, more colonists, including a few women, arrived, but the difficulties of farming, disease (malaria and dysentery), and malnutrition devastated the population. Some nine hundred colonists came during those years, but only three hundred were left at the end of a crisis that came to be known as the “starving time.” Between 1610 and 1622, another nine thousand people came, but only two thousand survived.

**The Powhatan Confederacy and Pocahontas**

The poor relations between the colonists and Native Americans in the area only made the colonists’ situation worse. The Native Americans and the colonists had differing opinions on land use, which continued to cause conflict between the groups. The Native Americans did not seek to own land exclusively, as the colonists did. The English had expected to be able to subdue and exploit the indigenous populations, as the Spanish had. However, unlike the Spanish Crown, the English did not send an army to support the colonists. Instead, the colonists were left to figure out for themselves how to deal with the Native Americans.

Powhatan was the name of a tribe, but the English called both the tribe and their leader (Wahunsonacock) by the name Powhatan. Chief Powhatan was the leader of both the Powhatan and a confederacy, or loose organization, of Native American groups dispersed over most of the Virginia coast and into Maryland.

In the beginning, the Powhatan aided the colonists of Jamestown as much as the Wampanoag would later help the Pilgrims in Plymouth Colony in 1621. The Powhatan showed the colonists new plants that would grow well in their fields and gave them food. However, when the colonists still failed to grow enough food by the second year, Smith tried to force the Powhatan to give them food by burning the Native Americans’ fields and villages. In response, the Powhatan attacked. According to Smith’s history of the time, at one point he was captured by Chief Powhatan and about to be executed, when Chief Powhatan’s daughter, Pocahontas, stepped in and saved him. (Pocahontas was a nickname that stuck with her all her life. Her given name was Matoaka.)

Later, Pocahontas married John Rolfe, a colonist, who returned to England. She went with him and, after a brief time of celebrity, died of smallpox. After Smith’s return to England, other governors tried to force the Native Americans to cooperate. They told the Native Americans to ignore Chief Powhatan and to bring food and furs to the colonists. Warfare broke out and continued through much of the first half of the 1600s. By 1667, there were only about two thousand left of the twenty thousand or so Powhatan in the region where Jamestown was first settled.
Introduce: “John Smith and the Powhatan”

Using the images on pages 9–13 of the Student Book, guide students in summarizing what they learned in the last Read Aloud about the English voyage to the New World aboard the ships the Susan Constant, Godspeed, and Discovery:

• English traders brought back valuable goods, such as furs, lumber, and pearls, from the Americas.
• King James gave permission for a new group of settlers to set up a colony in North America.
• Three ships sailed from England to North America.
• The ships got stuck at sea for a while. The passengers ate the food and drank the water they had brought with them. They became sick. Then they were hit by storms.
• The ships arrived in Virginia four months after they left England.

Tell students that in today’s Read Aloud, they will find out more about what happened after the people on these ships arrived in North America.

Big Question

What happened to the settlers when they first arrived in Virginia?

Core Vocabulary

adventurer  natural leader  equal  swampland  mosquitoes  malaria
survived  crops
Chapter 4: “John Smith and the Powhatan”

Distribute copies of the Student Book. Ask students to turn to page 14 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “John Smith and the Powhatan.”

John Smith and the Powhatan

Shortly after arriving in Virginia, the king’s letter was read out loud. The king wanted the settlers to find a good place to settle, where they would not be seen by passing Spanish ships. The land should also be near a wide, deep river.

This colony was to be named Jamestown, after King James. The settlers were to search for gold and silver as soon as they could.

SUPPORT—Call attention to the illustration on this page, and ask students to describe and explain what they see.

Ask students the following questions:

LITERAL—What did King James want the settlers to do?

» He wanted the settlers to settle near a wide, deep river where they would not be seen by passing Spanish ships. He also wanted them to search for gold and silver as soon as they could.

LITERAL—What did the settlers name their colony?

» The settlers named their colony Jamestown.
A number of men had been chosen to run the colony. One of them was a young adventurer named John Smith. John Smith was a natural leader. But the other chosen leaders of the colony didn’t like John Smith. He was not rich and powerful. They refused to treat such an ordinary person as an equal. Instead, they left John Smith tied up on one of the ships.

CORE VOCABULARY—Explain that an adventurer is someone who looks for and enjoys dangerous or risky experiences.

CORE VOCABULARY—Explain that a natural leader is someone who has the qualities of a good leader as part of their personality. People want to follow a natural leader. A natural leader does not have to work extra hard to win people’s respect.

CORE VOCABULARY—Explain that an equal is someone who is treated the same as everyone else.

Note to Teacher: Powhatan is pronounced (/pow*at*an/).

Ask students the following questions:

LITERAL—Who was John Smith?
  » John Smith was a young adventurer chosen to be one of the men to run the Jamestown colony.

LITERAL—Why didn’t the other chosen leaders like John Smith?
  » The other chosen leaders didn’t like John Smith because he was not rich and powerful—he was ordinary.
LITERAL—What did the other leaders do to John Smith?
» They left him tied up on one of the ships.

Ask students to look at the images on page 16 as you read aloud.

This was a big mistake. The other leaders chose swampland to settle on. The land was also bad for farming. The damp swampland was good for one thing though—mosquitoes that carried a disease called malaria. The settlers were also not near clean drinking water.

To add to their problems, the Powhatan—the Native Americans whose land the settlers had taken—were not happy that they had arrived.

CORE VOCABULARY—Explain that swampland is land that is always wet.

CORE VOCABULARY—Explain that mosquitoes are flying insects that can bite. They can carry diseases such as malaria, which can give people very high fevers.

Note to Teacher: Powhatan is pronounced (/paw*at*an/).

Ask students the following questions:

EVALUATIVE—Why was it a mistake to leave John Smith tied up on one of the ships?
» It was a mistake because the other leaders chose swampland to settle on.

LITERAL—What kinds of problems did settling on swampland cause?
» The swampland was bad for farming and not near clean drinking water. It was also full of mosquitoes that could give people malaria.
INFERENTIAL—Why were the Powhatan unhappy with the settlers?
» The Powhatan were unhappy because the settlers had taken their land.

Now ask students to look at the image on page 17 as you read aloud.

Eventually, John Smith became the leader of the colony. Even though half the settlers died in the first few months, John Smith persuaded those who survived to get to work. They chopped down trees, and they built homes. A strong log wall was built around the settlement.

Ask students the following questions:

LITERAL—What eventually happened to John Smith?
» John Smith became leader of the colony.

LITERAL—What happened to half of the settlers?
» Half of the settlers died in the first few months.

INFERENTIAL—What did John Smith persuade the remaining settlers to do?
» John Smith persuaded the settlers to get to work building homes and a wall around their settlement.
That first winter was very difficult for the settlers. They were all cold and very hungry. John Smith knew they would have to make peace with the Powhatan. They needed to trade with the Native Americans for food. John Smith set off to do just that.

Ask students the following questions:

**LITERAL**—Why was the first winter difficult for the settlers?

» The first winter was difficult because the settlers were cold and very hungry.

**LITERAL**—What did John Smith decide to do?

» He decided to make peace with the Powhatan Native Americans so that the colonists could trade with them for food.
Now ask students to look at the image on page 19 as you read aloud.

John Smith became friends with Chief Powhatan, the leader of the Powhatan, and with his daughter Pocahontas. The Powhatan agreed to trade corn and meat for axes and blankets. The food the Powhatan gave to the settlers was enough to last them through the winter. In the spring, those who had survived were able to plant their own crops.

CORE VOCABULARY—Explain that survived means continued to live, even when there were difficulties.

CORE VOCABULARY—Explain that crops are plants that are grown in large amounts. Crops are harvested or picked to eat as food.

Ask students the following questions:

LITERAL—Who were Chief Powhatan and Pocahontas?

» Chief Powhatan was the leader of the Powhatan Native Americans, and Pocahontas was his daughter.

LITERAL—What did the Powhatan agree to do?

» They agreed to trade corn and meat for some of the settlers’ axes and blankets.

LITERAL—How did the trade help the settlers?

» The trade gave them enough food to survive the winter and plant their own crops in the spring.
Pocahontas helped the settlers a lot. She encouraged her father to give the starving settlers food. And she may even have saved John Smith’s life. After she married a settler by the name of John Rolfe, Pocahontas traveled all the way to England and met King James.

Ask students to look at the images on page 20 as you read aloud.

LITERAL—How did Pocahontas help the settlers?

» Pocahontas helped the settlers by encouraging her father to give them food, and she may have saved John Smith’s life.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What happened to the settlers when they first arrived in Virginia?

» When the settlers first arrived in Virginia, they read King James’s letter instructing them to find a good place to settle near a wide, deep river. Instead, the settlers chose to settle on swampland that was too difficult to farm, and the Powhatan were not happy that the colonists had arrived. They also refused, at first, to let a man named John Smith help run the colony. Eventually he became their leader, he became friends with Chief Powhatan, and he got the Native Americans to trade with the settlers.
Additional Activities

Meet the Powhatan (SL.1.4, RI.1.3)

Materials Needed: internet access, capability to display internet in classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Review what students heard about the Powhatan in the Read Aloud about the settling of Jamestown. Lead a discussion asking students how they think the Powhatan Native Americans might have felt seeing Europeans arrive and settle on their land.

Play the video, Powhatan Indian Village (07:37), for students, pausing to have students describe what they see, such as the kinds of buildings the Powhatan built and used.

Help students to compare and contrast the living conditions of the Powhatan with conditions that the settlers were used to, and ask students to think about what the settlers might have been able to learn from the Powhatan.

Jamestown (RI.1.2, SL.1.2)

Materials Needed: internet access, capability to display internet in classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Discuss with students what the Jamestown colony was like, based on the information students heard in the Read Alouds.

Tell students that Jamestown is important in the history of the United States. It is so important that it is remembered today not only in schoolbooks but also at a special historic site. Tell students that they are going to watch a brief video clip of an archaeologist describing ongoing research to find out more about the Jamestown colony and the early settlers. Explain that an archaeologist is a scientist who digs up objects from long, long ago to learn about how people lived back then. Have students “visit” the site by showing the video Historic Jamestowne: An Insider’s Guide (04:18).

Ask students if they would be interested in visiting Historic Jamestowne in person and what they would most like to see there.
**Pocahontas (SL.1.2, SL.1.4)**

**Materials Needed:** internet access, capability to display internet in classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students who Pocahontas was and the role she played in relations between the Jamestown settlers and the Powhatan. Ask volunteers what they know about Pocahontas from the Read Alouds they have heard.

Show students the video, *Pocahontas* (08:02).

After the video, ask students what new information they learned about Pocahontas.

Arrange students in pairs, and tell them that they will role-play interviewing Pocahontas about her experiences, with one student acting as the interviewer and one acting as Pocahontas. Ask a volunteer pair to role-play their interview for the class.

**Note to Teacher:** There are a number of visual inaccuracies that accompany the narration in parts of the video, such as the palm trees at Jamestown and the scenes of modern London. You may want to show students the video a second time and challenge them to find elements shown in the video that are not accurate depictions of what the settlers and the Powhatan would have seen at the time.

Students already familiar with the Disney film about Pocahontas may share information that they learned about Pocahontas based on that film. Be sure that students understand that while the Disney film is loosely based upon what we know of the historical facts related to Pocahontas, other parts of the film have been fictionalized, such as the dialogue (what the characters say). The same caveat is true of the animated video clip referenced above.
CHAPTER 5

Enslaved People in the Colonies

Primary Focus Objectives

✓ Explain why enslaved Africans were brought to the English colonies in the South. (SL.1.2)

✓ Understand the meaning of the following domain-specific vocabulary: enslaved, tobacco plants, pipes, and plantations. (L.1.4, L.1.5)

Materials Needed

- globe
- individual student copies of Early Explorers and Settlers Student Book
- teacher and individual student copies of World Map (AP 1.2)
- images of tobacco plants

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

The first slaves in the Americas were indigenous people enslaved by the Spanish in the late 1400s. By the early 1500s, the Spanish had begun to import enslaved Africans. The first Africans in the English colonies arrived at Jamestown in 1619, a year before the Mayflower. Some historians think that these first Africans were indentured servants, who worked for the English settlers for a time and then were free to leave. Other historians believe that even these first Africans were enslaved. By the 1660s, Africans brought to America were definitely enslaved for life. By then, it was difficult to find enough workers to farm the large tobacco plantations that settlers were starting in the colony, so bringing captured and enslaved Africans provided a steady supply of labor.

In the 1700s, importing Africans as slaves for the Southern Colonies became big business for white merchants and sea captains, many of whom were from New England. Although there were slaves in the New England Colonies, slavery did not take hold there as it did in the Southern Colonies because the climate and terrain of New England was not suitable for large plantation-style farms. Slavery was also less important in the Middle Colonies, where most farms were small and tilled by families, although slaves could still be found there on farms and in cities, where they worked in houses and as skilled artisans and craftspeople.
The owners of the plantations lived in large houses separate from their slaves, who lived in small cabins that served as slave quarters. The slaves had to work from sunup to sundown in the fields. Many had their own gardens to supplement the food they were given by their owners.

Enslaved Africans were not paid for their work, so they could not buy clothes or other necessities. In most instances, slaves could not leave the plantation without permission, nor were they permitted to learn to read and write.

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

You should be prepared for comments and/or questions that your students may have about slavery. We strongly recommend that you consult the excellent resources provided by Teaching Tolerance and other organizations for more support and specific suggestions as to how to discuss racism and discrimination with young children. The Teaching Tolerance website has an entire section devoted to teachers working with students in Kindergarten–Grade 2.

Use this link to download the CKHG Online Resources for this unit, where the specific links to these resources, as well as to lists of books featuring diverse characters and multicultural children’s literature, may be found:

www.coreknowledge.org/ckhg-online-resources

Some may question whether students in Kindergarten–Grade 2 are too young to be introduced to the topic of slavery in American history, as described in this chapter. After much thought and discussion with child development specialists, as well as historians, it is our belief that age-appropriate conversations about the inhumane practices of slavery, indeed about any form of racism and/or discrimination, are a necessary first step to helping young children begin to understand and accept individuals who may be different from themselves.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term slave, these historians argue, implies a commodity, a thing, while enslaved person or enslaved worker reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term slave, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property.

In CKHG, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.
Introduce: “Enslaved People in the Colonies”

Using the images on pages 14–20 of the Student Book, guide students in summarizing what they learned in the last Read Aloud about the English settlers’ lives in Jamestown and their interactions with the Powhatan:

- The new colony in Virginia was named Jamestown.
- John Smith was not liked by the other leaders of the colony.
- The other leaders took land from the Powhatan to settle on. The land was bad for farming and not near clean drinking water.
- John Smith became leader of the colony. He made sure the settlers built homes and a wall around the settlement.
- John Smith made peace with the Powhatan and traded with them for food so that Jamestown could survive the winter.
- Pocahontas encouraged her father, the Powhatan chief, to give the settlers food. She later married a settler and traveled to England to meet King James.

Tell students that in this Read Aloud, they will hear about something else the English settlers learned from the Powhatan—how to grow tobacco plants and smoke tobacco. Ask students to listen carefully to find out what decisions the English settlers made so they could grow more and more tobacco.

Note to Teacher: Explain that tobacco continues to be used even today, for example, to make cigarettes. Further explain that we now know that using tobacco or smoking is not good for people’s health. This is why there are laws that say that you must be over eighteen years old (twenty-one in some states) to buy tobacco products, such as cigarettes. In most places in the United States today, people are also not permitted to smoke inside public places, such as restaurants. You may want to go on to explain to students that the English settlers and the Powhatan Native Americans did not know that smoking tobacco was not good for their health.

Big Question

Why were people from Africa enslaved and taken to the thirteen colonies?

Core Vocabulary

enslaved     tobacco plants    pipes    plantations
Chapter 5: “Enslaved People in the Colonies”

Distribute copies of the Student Book. Ask students to turn to page 21 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Enslaved People in the Colonies.”

Enslaved People in the Colonies

As the settlers got to know the Powhatan, they saw that they grew tobacco plants and smoked tobacco in pipes. The English settlers had not found gold, but they had found a plant that could make England rich. They realized that if they grew their own tobacco, they could ship it back to England and sell it.

Many different Native American groups smoked tobacco. They made beautifully carved tobacco pipes.

CORE VOCABULARY—Explain that enslaved means forced to work for others without being paid or having any freedom. Enslaved people brought to the Americas did not choose to come to the Americas. They were captured in Africa and taken to America against their will, where they were considered property that people could own.

CORE VOCABULARY—Explain that tobacco plants are plants whose leaves are used for smoking in cigarettes and pipes. Show students the images of tobacco plants from the CKHG Online Resources for this chapter.

CORE VOCABULARY—Explain that pipes are tubes with a small bowl at one end that are used for smoking tobacco. Point out the different Native American pipes in the image on page 21.

SUPPORT—Explain to students that although we know today that tobacco is harmful to people’s health, the Native Americans did not know this. The practice of smoking tobacco
Ask students the following questions:

**LITERAL**—What did the settlers learn about the Powhatan?

» The settlers learned that the Powhatan grew tobacco plants and smoked tobacco in pipes.

**LITERAL**—What did the settlers realize after their discovery about tobacco?

» The settlers realized that if they grew tobacco, they could ship it back to England and sell it to the people there to make money.

Now ask students to look at the images on page 22 as you read aloud.

Before long, people in England were smoking lots of tobacco from Virginia. In fact, Jamestown was making so much money that the colony’s farmers wanted to grow even more tobacco. To grow more tobacco, they needed more people. Some people came from England to do this hard work, but before long, there was a need for many more workers.

Ask students the following questions:

**LITERAL**—What began to happen after the colonists learned how to grow tobacco?

» People in England began smoking a lot of tobacco from Virginia, and so the colony’s farmers wanted to grow even more to make more money.
LITERAL—What did the farmers need to grow more tobacco?

» The farmers needed more people to work and help them grow tobacco.

Ask students to look at the image on page 23 as you read aloud.

Over a period of time, people were enslaved and brought from Africa to work on large farms, called plantations. These plantations were mostly in English colonies in the South. Enslaved Africans were not free. They did not choose to plant tobacco. These enslaved people were bought and sold like the tobacco they were growing. This is a sad part of our history.

CORE VOCABULARY—Explain that plantations are very large farms that require a large number of people to work.

SUPPORT—Help students find Africa on the World Map (AP 1.2) or globe. Then have them trace a possible route across the Atlantic Ocean from Africa to North America. Explain that the Africans who were brought to the English colonies were forced to make that trip across the ocean. It was not a trip they wanted or chose to make.

Ask students the following questions:

LITERAL—Who was brought to work on the tobacco farms in the English colonies?

» At first, some workers came from England, but growing tobacco was very hard work. There were not enough workers in the English colonies, so people were enslaved and brought from Africa to work on large tobacco farms, called plantations.
**INFERENTIAL**—How do we know that enslaving Africans is a sad part of our history?

» Enslaving Africans was wrong because they did not have a choice about whether or not to leave Africa and come to the English colonies to grow tobacco. They were bought and sold just like the tobacco they helped to grow. They were not free to live their own lives.

**SUPPORT**—Explain to students, as needed, that English ships and sailors went to Africa to capture Africans to bring to the colonies. Once the ship arrived in the colonies, the Africans were not permitted to decide where to live or what to do. Instead, the ship captain sold the captured Africans to English colonists, who kept the Africans as slaves to work on their plantations without pay.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Why were people from Africa enslaved and taken to the thirteen colonies?

» People from Africa were enslaved and brought to the English colonies to plant and grow tobacco on large plantations. The enslaved people were not paid and had no choice about where they would live. The owners of these plantations sold the tobacco in England and became rich.

**Additional Activities**

**Talking More About Slavery**

*Materials Needed:* one or more of the books listed below (see also “Books,” page 9)

The following books provide additional age-appropriate information about slavery and may be used as a basis for further discussion:


**Moving Past Being Different: Taking the Next Step**

*Materials Needed:* one or both of the Jacqueline Woodson books listed below (see also “Books,” page 10), internet access, capability to display internet in the classroom

*Background for Teachers:* Use this link to download the CKHG Online Resources for this unit, where the specific links to the read-alouds may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)
The following picture books, written by Jacqueline Woodson, the 2018–2019 National Ambassador for Young People’s Literature and author of numerous award-winning children’s books, are age-appropriate books ideal for use as Read Alouds. They can serve as the basis for rich conversations about what young children can do to show kindness to others who may be different from them.

- Jacqueline Woodson, *The Other Side* (2001)

Both books are also available as online Read Alouds. Links to these Read Alouds are included in the CKHG Online Resources for Chapter 5.
The Pilgrims Arrive in Plymouth

Primary Focus Objectives

✓ Explain who the Pilgrims were and why they left their homes in England to search for a new home. (SL.1.4)
✓ Name the ship on which the Pilgrims sailed, and describe their voyage to Plymouth. (SL.1.2, SL.1.3)
✓ Understand how Squanto helped the Pilgrims. (SL.1.4)
✓ Describe the first Thanksgiving. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: hammocks, main deck, stormy weather, course, lose hope, and feast. (L.1.4, L.1.5)

What Teachers Need to Know

Two groups pioneered the settlement of what would become Massachusetts: the Pilgrims and the Puritans. Both were groups of religious dissenters who came from England in search of religious freedom.

After the Protestant Reformation in Europe in the 1500s, the people within a country were expected to practice the religion approved by their government. To do otherwise was to risk fines, imprisonment, and even death. In England, King Henry VIII had begun the Church of England, also known as the Anglican Church, in protest against the Roman Catholic Church’s refusal to grant him a divorce from his wife, Catherine of Aragon. All English subjects were then expected to become Anglicans.

The Pilgrims

In 1608, a group of Separatists left England for Holland, where they could practice their new religion without fear of reprisals. However, by 1618 to 1619, they found that their children were speaking Dutch and learning the Dutch way of life rather than the English one. The Pilgrims were determined to hold fast to their English heritage, and so they left Holland with the goal of finding a new life for themselves and their children near Jamestown in the Virginia Colony. Thirty-five
Pilgrims plus forty-seven other English people wishing to start new lives set sail on the *Mayflower* in September 1620. They spent sixty-five days at sea and landed not in mild and sunny Virginia, but much farther north in a cold and snowy climate. After reaching America—but before going ashore—the passengers on the *Mayflower* signed a document pledging to work together to create a new government and new laws for the settlement they were about to begin. The brief document they signed is known as the Mayflower Compact.

According to legend, the Pilgrims first set foot in North America on Plymouth Rock, a large granite boulder on the shore of what is now known as Plymouth, Massachusetts. Today, the boulder is enclosed to keep people from climbing on it; however, no evidence exists to prove this legend.

The Pilgrims called their settlement Plymouth Colony in honor of the English town from which they had last set sail. With little food, no way to plant and grow food in the winter, and only temporary shelter, almost half the colonists died that first winter.

In spring 1621, the Wampanoag (/wahm*peh*nawg/ or /wahm*peh*no*ag/) under Chief Massasoit came to the aid of the Pilgrims. Squanto, a Patuxet who was living with the Wampanoag, was especially helpful. He taught the Pilgrims how to raise corn, beans, squash, and pumpkins; to fertilize the crops by putting a piece of fish in each hole; and to know which wild plants were safe to gather and eat.

**Thanksgiving**

The Pilgrims learned quickly, and their harvest in the fall of 1621 was very good, so they set aside time to give thanks to God. After that, each year at the end of the harvest, the Pilgrims celebrated a day of thanksgiving. In 1863, President Abraham Lincoln made Thanksgiving a national day of celebration for the blessings Americans receive during the year.

**THE CORE LESSON**

Introduce: “The Pilgrims Arrive in Plymouth”

Using the images on pages 21–23 of the Student Book, guide students in summarizing what they learned in the last Read Aloud about why enslaved workers were brought to the English colonies, especially in the South:

- The English settlers learned to grow tobacco. They realized they could ship it back to England and sell it.
- Jamestown needed more people to work so that the settlers could grow even more tobacco.
- Enslaved workers were brought from Africa to work on plantations. These workers were forced to come to the colonies and work. They were bought and sold, just like the tobacco they grew.

Tell students that today they will listen to a Read Aloud about a different group of English settlers called the Pilgrims, who set sail for America because they wanted to live in a place where they could pray to God in their own way. Tell students to listen carefully to learn more about a Native American whom the Pilgrims met when they arrived in America.
How did Squanto help the pilgrims?

Core Vocabulary

hammocks  main deck  stormy weather  course  lose hope  feast

Chapter 6: “The Pilgrims Arrive in Plymouth”

Distribute copies of the Student Book. Ask students to turn to page 24 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Pilgrims Arrive in Plymouth.”

The Pilgrims Arrive in Plymouth

One group of people, called the Pilgrims, set off for Virginia for different reasons. They did not want to grow tobacco or find gold. Instead, they wanted to pray to God in their own way. This was not possible in England. So the Pilgrims set sail on a ship called the Mayflower.
Ask students the following questions:

**LITERAL**—Why did the Pilgrims set off for Virginia?

» The Pilgrims set off for Virginia because they wanted to pray to God in their own way, which was not possible for them to do in England.

**LITERAL**—What was the name of the Pilgrims’ ship?

» The name of the Pilgrims’ ship was the *Mayflower*.

Now ask students to look at the image on page 25 as you read aloud.

The *Mayflower* was a small ship, and there was not much room for its 102 passengers and thirty sailors. The passengers slept mostly on the floor and in hammocks below the main deck. For the first month, the voyage went well. Then stormy weather arrived, and some passengers became very ill.

**CORE VOCABULARY**—Explain that *hammocks* are hanging beds made of cloth or netting.

**CORE VOCABULARY**—Tell students that the decks are the floors of the ship. Explain that the *main deck* is the top deck, or top floor. So, the Pilgrims were sleeping “inside the ship,” underneath the top floor of the ship.

**CORE VOCABULARY**—Explain that *stormy weather* means that there were thunderstorms with rain, lightning, thunder, and strong winds.
**SUPPORT**—Explain that when stormy weather occurs over the ocean, the waves in the ocean also become stronger and higher. Point out that a small ship such as the *Mayflower* was probably bounced around by the wind and waves during this weather, which would have made the voyage very uncomfortable for the passengers. Stormy weather probably also made the voyage even longer.

**Ask students the following question:**

**EVALUATIVE**—How would you describe the voyage on the *Mayflower*?

> Answers may vary but may include that at first, the voyage went well, even though the *Mayflower* was crowded and there was not much room for everyone. After the first month, the weather became stormy, and some of the passengers became very ill.

**Ask students to look at the image on page 26 as you read aloud.**

The storms at sea were so bad that the *Mayflower* was blown off course. The Pilgrims never arrived in Virginia. Instead, they arrived in what is today Massachusetts, in New England. The place they chose to settle had once been a Wampanoag village. The Pilgrims named their new home Plymouth.

The Pilgrims had also arrived as the weather was turning cold. It was too late to plant crops, and somehow the settlers needed to get through the cold winter months.

**CORE VOCABULARY**—Explain that a *course* is the path that a plane, boat, or ship plans to take. When we say that the *Mayflower* was “blown off course,” we mean that the ship was no longer on a path heading toward Virginia, as the Pilgrims had planned. It was headed in a different direction.
Note to Teacher: *Wampanoag* is pronounced (/wahm*peh*nawg/) or (/wahm*peh*no*ag/).

**SUPPORT**—Explain that a “Wampanoag village” is a place where Native Americans from the Wampanoag tribe lived.

**Activity Page**

**SUPPORT**—Help students find the locations of Jamestown (Virginia) and Plymouth (Massachusetts) on Map of the Americas (AP 1.4).

**SUPPORT**—Call students’ attention to the image on this page, and ask them to describe what they see, as well as how they think the Pilgrims felt when they finally arrived on land. (Answers as to how the Pilgrims felt when they arrived may vary and may include that they were happy that they finally were no longer on the boat, but on land; they were frightened because they did not land where they expected to land; and so on)

Ask students the following questions:

**LITERAL**—What happened because the *Mayflower* was blown off course by storms?

» Because the *Mayflower* was blown off course, the Pilgrims arrived in Massachusetts instead of Virginia.

**LITERAL**—What did the Pilgrims name their new home?

» The Pilgrims named their new home Plymouth.

**LITERAL**—What problem did the Pilgrims have when they arrived?

» The Pilgrims arrived too late to plant crops, and they needed to get through the cold winter months.
The Pilgrims set about building homes. Because it was so cold, the women and children slept on the *Mayflower*. Many people died due to the cold, sickness, and lack of food. People began to lose hope, but then spring came, and help arrived too!

A Native American by the name of Squanto, who spoke English, showed the Pilgrims how to plant crops on land that was new to them.

**CORE VOCABULARY**—Explain that to *lose hope* means to give up on the idea that things will get better. Faced with so many difficulties, such as the cold, sickness, and lack of food, the Pilgrims started to wonder whether things would get better.

**Note to Teacher:** Squanto spoke English because he had had previous contact with Europeans. He had been captured by English explorer Thomas Hunt and then had been sold into slavery in Spain. Squanto eventually made his way back to his home on Cape Cod but found that his people, the Patuxet, had been wiped out by disease during his absence. He then went to live with the Wampanoag.

**Ask students the following questions:**

**LITERAL**—What happened after the Pilgrims first arrived?

» The Pilgrims began building homes, but women and children slept on the *Mayflower* because it was so cold.

**LITERAL**—Why did many people die?

» Many people died because of the cold, lack of food, and sickness.
LITERAL—Who was Squanto, and how did he help the Pilgrims?

» Squanto was a Native American who spoke English. He arrived in the spring and taught the Pilgrims how to plant crops on land that was new to them.

EVALUATIVE—Why do you think Squanto helped the Pilgrims?

» Answers may vary but may include that Squanto saw the difficulties the Pilgrims were having, including the fact that they had no food, and he wanted to help. He may have shown kindness to the Pilgrims because he realized that they did not know what crops to plant on this land that was new to them.

Ask students to look at the image on page 28 as you read aloud.

Squanto also showed the Pilgrims how to hunt and fish. With more food to eat, the Pilgrims grew strong again. To celebrate, Squanto and members of the Wampanoag joined the Pilgrims for a feast of thanksgiving.

They ate roasted deer and turkey. They ate the fish they had caught and the vegetables they had grown. Once again, Native Americans had helped people from another land to survive.

CORE VOCABULARY—Explain that a feast is a large meal with lots of food to eat.

SUPPORT—Explain that the Pilgrims’ feast of thanksgiving is often considered to be the first Thanksgiving. It became a tradition in the colonies and later in the United States to observe days of thanksgiving, but the modern holiday as we know it did not exist before 1863, the year in which Abraham Lincoln designated the last Thursday in November as Thanksgiving Day. (Today, the holiday falls on the fourth Thursday of the month.) Like the original Pilgrim celebration, modern
Thanksgiving involves a feast with family and friends. In some observances, the story of the first Thanksgiving is told.

SUPPORT—Tell students that the word survive means to continue to live even though it is difficult. Reread the last sentence on this page, and guide students in understanding why the sentence says, “Once again, Native Americans had helped people from another land to survive.” Guide students as needed in recalling the story of the Powhatan and the English settlers at Jamestown.

SUPPORT—Ask students to describe what is happening in the image on the page and to discuss how the Native Americans helped the Pilgrims to survive. If time permits, ask each student to describe something they are thankful for.

Ask students the following questions:

LITERAL—What else did Squanto show the Pilgrims how to do?
» He showed them how to hunt and fish.

LITERAL—How did the Pilgrims celebrate growing strong again?
» They celebrated by inviting Squanto and members of the Wampanoag tribe for a feast of thanksgiving.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How did Squanto help the Pilgrims?
» Squanto helped the Pilgrims by showing them how to plant crops on land that was new to them, as well as how to hunt and fish. He helped the Pilgrims to survive.

Additional Activities

Life as a Pilgrim

Materials Needed: internet, capability to display internet in classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that today they will experience a day in the life of a Pilgrim. Lead a discussion on what students remember about Pilgrims from the chapter, and add their ideas to a mind map or other graphic organizer on the board or chart paper. Then play 17th Century English Village Field Trip: Plimoth Plantation (18:39) for students, a video of a virtual field trip. Before showing the video, be sure to explain that what they will see is a reenactment with modern-day actors playing the parts of the Pilgrims, saying and doing things that we think the Pilgrims said and did.

The video mentions that the Pilgrims chose this particular location for their home because it allowed them to see ships that might approach the settlement. This was important not only because other
settlers and more supplies might be coming by ship, but so might enemies—in ships that belonged to the English king, whom they were trying to escape, or that belonged to other European countries trying to set up colonies in the region. Similarly, the Pilgrims built a fort for protection, just like their counterparts in Jamestown. The fort offered safety against possible attacks, both from Native Americans who were unfriendly (as the Powhatan originally were with the Jamestown colonists) and from other settlers who might want the land.

After finishing, ask students to add more things they have learned about a Pilgrim’s daily life to the mind map.

Ask students how they think life for Pilgrim children might have been different from their own lives. Show Pilgrim Children Video (02:24), and ask students if they think they work as much in modern times as Pilgrim children did then.

Ask students if they celebrate the Thanksgiving holiday, and ask some volunteers to describe their family traditions at Thanksgiving—the kind of food they eat, the decorations they use, who they invite to join them, etc. Remind students that we often think of the feast shared by the Pilgrims and Native Americans in Massachusetts as the first Thanksgiving. Play the video The First Thanksgiving (04:56). If you have not already done so in discussing this chapter, ask students to share something they are thankful for.
The Puritans

Primary Focus Objectives

✓ Identify who the Puritans were and why they wanted to sail to America. *(SL.1.4)*

✓ Describe why the Massachusetts Bay Colony founded by the Puritans was so successful. *(SL.1.2, SL.1.3)*

✓ Understand the meaning of the following domain-specific vocabulary: worship, charter, townspeople, public schools, college, and colonists. *(L.1.4, L.1.5)*

Materials Needed

- individual student copies of *Early Explorers and Settlers* Student Book
- teacher and individual student copies of Map of the Americas (AP 1.4)
- image of Harvard University today

Use this link to download the CKHG Online Resources for this unit, where the specific link to the image may be found:
www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

In 1629, a group of Puritans and merchants formed a partnership called the Massachusetts Bay Company. Its purpose was to establish a colony north of Plymouth that was to be both a business venture and an experiment in living according to the Bible and Christian principles. The profits for the owners would come from farming, fishing, and trading for furs with the Native Americans. A thousand colonists came in the first year, and ten thousand came by the end of the 1630s. They began with a settlement at Salem and then moved south to establish settlements at places they called Boston, Charlestown, and Newe Towne (now Cambridge).

The experiment in living a life according to religious values was evident in the way the company set up the government of the colony. The legislature, which was called the General Court, met four times a year and included the governor, a governor’s council, and representatives of each town, who were elected by the freemen of their town. A freeman was a church member, but not all adult males who attended church were allowed to use the title “church member” and vote in elections. The Puritan ministers decided who was worthy to become a church member. By controlling church membership and, therefore, who could vote, the ministers controlled the policies of the colony’s government, which meant that there was no separation of church and state.
Introduce: “The Puritans”

Using the images on pages 24–28 of the Student Book, guide students in summarizing what they learned in the last Read Aloud about the Pilgrims:

- The Pilgrims left England because they wanted to pray in their own way.
- The Pilgrims sailed on a ship called the *Mayflower*.
- Storms blew the *Mayflower* off course, so the Pilgrims landed in Massachusetts instead of Virginia.
- The Pilgrims named their settlement Plymouth.
- Squanto helped the Pilgrims by showing them how to plant crops on their new land and how to hunt and fish.
- The Pilgrims shared a feast of thanksgiving with Squanto and the Wampanoag.

Tell students that today they will listen to a Read Aloud about another group of English people called the Puritans, who also came to America. Ask students to listen carefully to find out why the Puritans wanted to come to America and what happened after they arrived.

**Big Question**

What was Massachusetts Bay Colony like?

**Core Vocabulary**

worship  charter  townspeople  public schools  college  colonists
Chapter 7: “The Puritans”

Distribute copies of the Student Book. Ask students to turn to page 29 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “The Puritans.”

The Puritans

Just a few years after the Pilgrims’ first feast of thanksgiving in Plymouth, another group of people came to New England. They were called the Puritans. Like the Pilgrims, the Puritans left England because a king would not let them worship as they wanted.

King Charles I was happy to get rid of the Puritans. The king signed a paper called a charter, giving them permission to start a colony in Massachusetts Bay.

CORE VOCABULARY—Explain that to worship means “to pray to and honor God.”

CORE VOCABULARY—Explain that a charter is a paper from the government that gives permission to do something.

Ask students the following questions:

LITERAL—Who arrived in New England after the Pilgrims?

» The Puritans arrived in New England after the Pilgrims.
**LITERAL**—Why did the Puritans leave England?

» The Puritans left England because the king would not let them worship the way they wanted to.

**EVALUATIVE**—The text says that the king “was happy to get rid of the Puritans.” What does this mean, and why do you think the king may have felt this way?

» To get rid of someone means to send that person away so that person no longer bothers you. The king was probably happy to get rid of the Puritans because they disagreed with the king and did not worship in the way that the king had ordered. He was happy they were leaving England.

**LITERAL**—What did the king give to the Puritans?

» He gave them a charter that gave permission for them to start a colony in Massachusetts Bay.

Now ask students to look at the image on page 30 as you read aloud.

![Image](https://example.com/early-explorers-and-settlers-page-30.jpg)

The Massachusetts Bay Colony was run by the Puritans, and not by the king of England. From the beginning, this colony was bigger than Jamestown or Plymouth. It began with a thousand men, women, and children!

**Have students study the image on the page.** Ask them to describe the different people (*Native Americans and settlers, adults and children*) and the different activities they see (*groups of people talking, children playing, people cooking, people building a house and a fence, people carrying things*).
Ask students the following questions:

**LITERAL**—Who ran Massachusetts Bay Colony?

» The Puritans ran Massachusetts Bay Colony instead of the English king.

**LITERAL**—How was Massachusetts Bay Colony different from Plymouth and Jamestown?

» Massachusetts Bay Colony was bigger than Jamestown and Plymouth.

Ask students to look at the image on page 31 as you read aloud.

Massachusetts Bay Colony was a little more successful from the start. The Puritans had brought lots of food and tools with them. They began building a city called Boston, as well as a number of towns.

Ask students the following questions:

**LITERAL**—Why was Massachusetts Bay Colony more successful from the start?

» It was successful because the Puritans brought a lot of food and tools with them.

**LITERAL**—What city did the Puritans start?

» The Puritans started a city called Boston.
Now ask students to look at the image on page 32 as you read aloud.

With things going so well in the Massachusetts Bay Colony, more Puritans arrived. Within ten years, there were over ten thousand people living there.

This colony also did well because the Puritans made sure that everyone worked. Even young people had to work. The Puritans believed that children should be taught job skills they could use when they became adults. This way they would always be useful.

**SUPPORT**—Help students understand the different activities shown in the image on the page: blacksmithing/making tools (top left), reading (top right), baking (middle left), gardening (middle right), sawing wood (bottom left), and sewing/making a quilt (bottom right).

**Ask students the following questions:**

**LITERAL**—Did the size of the Massachusetts Bay Colony stay the same, get smaller, or get bigger after several years?

» The Massachusetts Bay Colony got bigger. Ten thousand people lived in the Massachusetts Bay Colony within ten years.

**LITERAL**—What was one reason the colony did so well?

» One reason the colony did so well was because the Puritans made sure everyone worked.

**LITERAL**—Why did the Puritans believe that children and young people should work?

» The Puritans believed children and young people should be taught job skills they could use when they became adults so that they would always be useful.
The Puritans also wanted their children to learn to read and write. They wanted everyone to read the Bible. Because education was so important to them, Puritan law said that every town must have a school.

All the townspeople had to pay for the school and the teacher. We still pay for public schools this way. The Puritans also started Harvard College.

**CORE VOCABULARY**—Explain that **townspeople** are the people who live in a town.

**CORE VOCABULARY**—Explain that **public schools** are schools that all school-age children living in that area may attend, free of cost. The costs of running public schools are usually paid for by local taxes.

**CORE VOCABULARY**—Explain that a **college** is a school that students can attend after they graduate from high school.

**SUPPORT**—Explain that Harvard College later became known as Harvard University and that Harvard still exists today. Today, students from all over America and the world want to attend Harvard because it offers an excellent education. *If time permits, show students the image of Harvard today from the CKHG Online Resources.*

**Ask students the following questions:**

**LITERAL**—Why was education important to the Puritans?

- Education was important to the Puritans because they wanted their children to learn to read and write. They wanted everyone to read the Bible.
LITERAL—What did the Puritans do which shows that education was so important to them?
» The Puritans made a law that every town must have a school.

LITERAL—What college did the Puritans start?
» The Puritans started Harvard College.

Now ask students to look at the images on page 34 as you read aloud.

After a while, the Puritans and others began moving to areas farther away. New settlements began in what would become Rhode Island, Connecticut, and New Hampshire. Before long, there were thirteen colonies. Although they didn’t know it at the time, the colonists were helping to create a new country—the United States of America.

CORE VOCABULARY—Explain that colonists are people who live in a colony.

SUPPORT—Have students look at the map on this page. Help them find each of the new settlements mentioned in the Read Aloud text: Rhode Island, Connecticut, and New Hampshire.

Then read the names of all thirteen colonies, starting with Massachusetts and moving south/down to read each name. Ask students to point to each colony as you name it. If you are using the entire CKHG Grade 1 set of instructional materials, tell students that they will learn more about the thirteen colonies and how they became the United States of America in the next unit.
Ask students the following questions:

LITERAL—How many colonies were there eventually?
» There were thirteen colonies.

LITERAL—What country did the colonists help create?
» They helped create the United States of America.

✓ Check for Understanding: Big Question

TURN AND TALK—What was Massachusetts Bay Colony like?
» Massachusetts Bay Colony was bigger than Jamestown or Plymouth, and the Puritans who settled the colony ran it, rather than the king. It was successful because the Puritans brought food and tools, and they started the city of Boston and other towns. They made sure everyone worked and went to school, and they started Harvard College.

Additional Activity

Life as a Puritan (SL.1.2, SL.1.4)

Materials Needed: internet, capability to display internet in classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that today they will experience a day in the life of a Puritan. Lead a discussion on what students remember about the Puritans from the Read Aloud, and add their ideas to a mind map on the board or chart paper. Prior to showing the video clip, explain that what students will see is a reenactment by older students of what they think Puritan life was like. Then show students the video A Taste of Puritan Life (04:25).

Note to Teacher: There are a number of visual inaccuracies that accompany the narration in parts of the video, such as the contemporary pot shown being used over the fireplace and hairbrushes that are shown in reference to carding wool. You may want to show students the video a second time and challenge them to find the modern tools that are shown in the video that are not accurate depictions of what the Puritans actually would have used.

After the video, ask students to add more things they have learned about a Puritan's daily life to the mind map.

Ask students how life today is similar to and different from the life of Puritans in the past, and use a Venn diagram on the board or chart paper to record their ideas.
# Teacher Resources

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Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at [https://www.coreknowledge.org/community/](https://www.coreknowledge.org/community/). You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
Exploring the Americas Review Game (SL.1.2)

Materials Needed: copy of Mayflower Boats (AP CA.1)

Background for Teachers: Print the Mayflower Boats activity page, and cut out the individual boats. Each boat will be given to a different group of students.

Create a gameboard on the classroom board that students will be using in teams of explorers. Draw a vertical line on the right side of the blackboard, and label it “Europe” and a vertical line of the left side of the board, labeling it “the Americas.” Label the middle area between Europe and the Americas the “Atlantic Ocean.” Then draw four ten-step pathways horizontally across the ocean, resembling ladder rungs. Each pathway should be labeled “Ship 1,” “Ship 2,” “Ship 3,” or “Ship 4” along the side. Follow this example:

Tell students that they will be acting as explorers today, leaving from Europe to try to reach the Americas before the other groups of explorers do. Hand out the Mayflower Boats to four different teams, and give them time to color in and decorate their boat. Place each group’s boat in the first space on the board (“Europe”), and explain that you will be asking each team a question about early explorers and settlers. If the team answers correctly, you will move their boat one space forward on the voyage to the Americas. The first boat that makes it across the ocean wins!
Questions:

• Whom did Spain send to conquer the Americas and bring back gold and silver? (conquistadors)
• Hernán Cortés and Francisco Pizarro conquered two early American civilizations. What civilizations were they? (the Aztec and the Inca)
• What happened to the people whom Cortés and Pizarro conquered? (Some were killed. Some died from diseases. Others were forced to dig for gold and silver.)
• Who started the English colony at Roanoke Island? (Sir Walter Raleigh)
• What happened to the colony at Roanoke Island? (It disappeared. No one knows for sure what happened to it.)
• What colony did John Smith lead? (Jamestown)
• Who helped the settlers at Jamestown survive the winter? (the Powhatan; Pocahontas; Native Americans)
• What crop did Jamestown grow and then sell in England? (tobacco)
• Who was brought to the Americas and forced to work on tobacco plantations? (enslaved people from Africa)
• What country were the Pilgrims from? (England)
• Why did the Pilgrims want to leave their country and come to North America? (They wanted to worship in their own way.)
• What was the name of the Pilgrims' ship? (the Mayflower)
• What was the name of the colony set up by the Pilgrims? (Plymouth)
• Who was Squanto? (a Native American who helped the Pilgrims learn how to farm, hunt, and fish in America)
• Who celebrated what we often call the first Thanksgiving? (the Pilgrims and their Native American neighbors, the Wampanoag)
• Where were the Puritans from? (England)
• Why did the Puritans want to sail to America? (They wanted to worship in their own way.)
• What was the name of the colony started by the Puritans? (Massachusetts Bay Colony)
• Which colony was the biggest: Jamestown, Plymouth, or Massachusetts Bay Colony? (Massachusetts Bay Colony)
• What two things did the Puritans believe every person should have? (an education and job skills)
• How many colonies were eventually created? (thirteen)
• What did those thirteen colonies become? (the United States)

Classroom Mural

Materials Needed: Early Explorers and Settlers coloring pages; crayons or colored markers; butcher-block paper; tape, glue, or stapler

Background for Teachers: Print out coloring pages about the early explorers and settlers. Use this link to download the CKHG Online Resources for this unit, where the links to the pages may be found:

www.coreknowledge.org/ckhg-online-resources
Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.

My Book About Early Explorers and Settlers

Materials Needed: sufficient copies of My Book About Early Explorers and Settlers (see pages 82–99), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Early Explorers and Settlers and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about early explorers and settlers that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- gold and silver
- a conquistador
- ships
- Native Americans and colonists
- settlements such as Jamestown, Plymouth, or the Massachusetts Bay Colony
- tobacco crops
- Pilgrims

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into seven groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain its chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.
Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1
• Christopher Columbus was the first explorer to sail across the Atlantic Ocean.
• The Spanish and Portuguese went to Mexico and to Central and South America hoping to find riches.
• They discovered gold and silver, conquered the lands and the people who were already living there, and set up colonies.

Chapter 2
• Queen Elizabeth of England wanted to send English explorers and settlers to the New World to seek riches and to take land in England’s name.
• Sir Walter Raleigh journeyed to Roanoke Island, and he sent a group of men to set up an English colony there.
• A second group of English settlers sent to Roanoke vanished from the island without a trace.

Chapter 3
• The English traders brought back many valuable things from the New World, such as fur, lumber, and pearls.
• King James and his merchants hoped to find gold and silver in Virginia, and so he sent new settlers there.
• The ship that carried the new settlers went nowhere for six weeks and didn’t arrive in Virginia for four months.

Chapter 4
• The settlers named the new colony Jamestown.
• The settlers left one leader, John Smith, tied up on one of the ships.
• The settlers suffered because they chose swampland that was bad for farming and had mosquitoes, so they allowed John Smith to take charge.
• John Smith made peace with the local Powhatan Native Americans, who traded their food for blankets and axes.
• Pocahontas helped the Jamestown settlers.

Chapter 5
• The colonists began growing tobacco that the Powhatan taught them how to grow.
• They realized that they could sell the tobacco in England and become rich.
• People were taken from Africa and enslaved in the English colonies to help plant and grow tobacco to be sold in England.
Chapter 6

- The Pilgrims left England for Virginia because they wanted to practice their religion in their own way.
- Their ship, the *Mayflower*, was blown off course, and so they ended up in Massachusetts.
- A local Native American named Squanto helped the Pilgrims by showing them how to plant crops on land that was new to them, as well as how to hunt and fish.

Chapter 7

- The Puritans also left England to practice their own religion.
- The Puritans started a colony called the Massachusetts Bay Colony.
- The colony was very large, with a city named Boston and fifteen other towns.
- Education and job skills were important to the Puritans, and they started Harvard College.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
The Conquistadors

Christopher Columbus was an explorer who sailed across the Atlantic Ocean and arrived in the Americas in 1492. King Ferdinand and Queen Isabella of Spain had paid for his voyage. The fact that Christopher came upon land mostly unknown to Europeans made the king and queen happy. They hoped to find many riches in the Americas.

The Spanish, and the Portuguese who followed, soon discovered that some places in Central and South America, as well as in Mexico, were rich in gold and silver. People just had to dig it out of the ground. The Spanish and the Portuguese sent conquerors to take control of the land and the people. Spanish conquerors were called conquistadors.

This is what gold looks like when it is first taken out of the ground.
Hernán Cortés and Francisco Pizarro were Spanish conquistadors. They helped to make Spain rich. Hernán Cortés conquered the Aztec of Mexico and took their land. Francisco Pizarro conquered the Inca of Peru. The Spanish killed many people with their swords and guns. Some also died from diseases the Spanish brought with them, while others were forced to dig for gold and silver.

Spanish ships in particular, sailed across the Atlantic with gold and silver taken from Mexico, and Central and South America. This made some European kings and queens jealous. They wanted their countries to become rich too! And Spain and Portugal were not only searching for riches in the Americas, they were setting up colonies there also.
Queen Elizabeth and the Lost Colony

Some of the other European countries, including England, sent their traders and fishermen to the “New World” to make money. One ruler, Queen Elizabeth of England, wanted English settlers to go there and also take land, just as the Spanish and Portuguese had done.

To do this, Queen Elizabeth needed someone brave enough to set off on a dangerous voyage to find land that could be settled on. She chose Sir Walter Raleigh.

Sir Walter set sail to explore the eastern coast of North America. He needed to find the perfect place to build an English colony. Sir Walter found just the spot! When he returned, he sent a group of men to Roanoke Island, just off the coast of what is today North Carolina.

Sir Walter felt sure that they would be able to set up an English colony on this small island.
The first group of English settlers sent to Roanoke Island did not last long. Life there was too difficult, and they returned to England, leaving only fifteen men behind. Sometime later, Sir Walter sent a second group of English men, women, and children to Roanoke Island to try again. For a while, things went well.

A child, named Virginia Dare, was born there. But less than three years after they arrived, these settlers had all disappeared. No one knows for sure what happened to them.
Eventually, some of these traders went to the new ruler of England, King James, with a plan. They wanted to try again to set up an English colony in the New World. And they wanted to send settlers to search for gold and silver. King James agreed. The traders hurried off to find ships, supplies, and men.

Just before Christmas in 1606, three ships sailed into the Atlantic Ocean. They were named the Susan Constant, the Godspeed, and the Discovery. One hundred and five male passengers and thirty-nine sailors were on board. Also on board was a letter from King James telling the settlers what to do and how to behave when they arrived in the New World.
Soon after these English settlers set out, the winds died down and the sailing ships went nowhere. For six weeks, the three ships sat in the Atlantic Ocean, waiting for a wind to fill the sails and take them west.

As they waited, the settlers ate food they had planned to use in their new home. They drank the water they had brought with them. And as the weeks went by, they became sick.

Finally, strong winds did arrive. But the winds were so strong that they blew the ships in the wrong direction. Bad storms swept across the ocean, and enormous waves pounded the ships. Eventually, four months after leaving England, the three ships reached what is today Virginia.
John Smith and the Powhatan

Shortly after arriving in Virginia, the king's letter was read out loud. The king wanted the settlers to find a good place to settle, where they would not be seen by passing Spanish ships. The land should also be near a wide, deep river.

This colony was to be named Jamestown, after King James. The settlers were to search for gold and silver as soon as they could.

A number of men had been chosen to run the colony. One of them was a young adventurer named John Smith. John Smith was a natural leader. But the other chosen leaders of the colony didn't like John Smith. He was not rich and powerful. They refused to treat such an ordinary person as an equal. Instead, they left John Smith tied up on one of the ships.
This was a big mistake. The other leaders chose swampland to settle on. The land was also bad for farming. The damp swampland was good for one thing though—mosquitoes that carried a disease called malaria. The settlers were also not near clean drinking water.

Eventually, John Smith became the leader of the colony. Even though half the settlers died in the first few months, John Smith persuaded those who survived to get to work. They chopped down trees, and they built homes. A strong log wall was built around the settlement.

To add to their problems, the Powhatan—the Native Americans whose land the settlers had taken—were not happy that they had arrived.
That first winter was very difficult for the settlers. They were all cold and very hungry. John Smith knew they would have to make peace with the Powhatan. They needed to trade with the Native Americans for food. John Smith set off to do just that.

John Smith became friends with Chief Powhatan, the leader of the Powhatan, and with his daughter Pocahontas. The Powhatan agreed to trade corn and meat for axes and blankets. The food the Powhatan gave to the settlers was enough to last them through the winter. In the spring, those who had survived were able to plant their own crops.
Pocahontas helped the settlers a lot. She encouraged her father to give the starving settlers food. And she may even have saved John Smith’s life. After she married a settler by the name of John Rolfe, Pocahontas traveled all the way to England and met King James.

Enslaved People in the Colonies

As the settlers got to know the Powhatan, they saw that they grew tobacco plants and smoked tobacco in pipes. The English settlers had not found gold, but they had found a plant that could make England rich. They realized that if they grew their own tobacco, they could ship it back to England and sell it.

Many different Native American groups smoked tobacco. They made beautifully carved tobacco pipes.
Before long, people in England were smoking lots of tobacco from Virginia. In fact, Jamestown was making so much money that the colony’s farmers wanted to grow even more tobacco. To grow more tobacco, they needed more people. Some people came from England to do this hard work, but before long, there was a need for many more workers.

Over a period of time, people were enslaved and brought from Africa to work on large farms, called plantations. These plantations were mostly in English colonies in the South. Enslaved Africans were not free. They did not choose to plant tobacco. These enslaved people were bought and sold like the tobacco they were growing. This is a sad part of our history.
The Pilgrims Arrive in Plymouth

One group of people, called the Pilgrims, set off for Virginia for different reasons. They did not want to grow tobacco or find gold. Instead, they wanted to pray to God in their own way. This was not possible in England.

So the Pilgrims set sail on a ship called the Mayflower.

The Mayflower was a small ship, and there was not much room for its 102 passengers and thirty sailors. The passengers slept mostly on the floor and in hammocks below the main deck. For the first month, the voyage went well. Then stormy weather arrived, and some passengers became very ill.
The storms at sea were so bad that the *Mayflower* was blown off course. The Pilgrims never arrived in Virginia. Instead, they arrived in what is today Massachusetts, in New England. The place they chose to settle had once been a Wampanoag village. The Pilgrims named their new home Plymouth.

The Pilgrims had also arrived as the weather was turning cold. It was too late to plant crops, and somehow the settlers needed to get through the cold winter months.

The Pilgrims set about building homes. Because it was so cold, the women and children slept on the *Mayflower*. Many people died due to the cold, sickness, and lack of food. People began to lose hope, but then spring came, and help arrived too!

A Native American by the name of Squanto, who spoke English, showed the Pilgrims how to plant crops on land that was new to them.
Squanto also showed the Pilgrims how to hunt and fish. With more food to eat, the Pilgrims grew strong again. To celebrate, Squanto and members of the Wampanoag joined the Pilgrims for a feast of thanksgiving.

They ate roasted deer and turkey. They ate the fish they had caught and the vegetables they had grown. Once again, Native Americans had helped people from another land to survive.

The Puritans

Just a few years after the Pilgrims’ first feast of thanksgiving in Plymouth, another group of people came to New England. They were called the Puritans. Like the Pilgrims, the Puritans left England because a king would not let them worship as they wanted.

King Charles I was happy to get rid of the Puritans. The king signed a paper called a charter, giving them permission to start a colony in Massachusetts Bay.
The Massachusetts Bay Colony was a little more successful from the start. The Puritans had brought lots of food and tools with them. They began building a city called Boston, as well as a number of towns.

The Massachusetts Bay Colony was run by the Puritans, and not by the king of England. From the beginning, this colony was bigger than Jamestown or Plymouth. It began with a thousand men, women, and children!
With things going so well in the Massachusetts Bay Colony, more Puritans arrived. Within ten years, there were over ten thousand people living there.

This colony also did well because the Puritans made sure that everyone worked. Even young people had to work. The Puritans believed that children should be taught job skills they could use when they became adults. This way they would always be useful.

The Puritans also wanted their children to learn to read and write. They wanted everyone to read the Bible. Because education was so important to them, Puritan law said that every town must have a school.

All the townspeople had to pay for the school and the teacher. We still pay for public schools this way. The Puritans also started Harvard College.
After a while, the Puritans and others began moving to areas farther away. New settlements began in what would become Rhode Island, Connecticut, and New Hampshire. Before long, they didn't know it at the time, the colonists were helping to create a new country—the United States of America.
Unit Assessment Questions: Early Explorers and Settlers

Make sufficient copies of the Student Answer Sheet for each student; see pages 102–105 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Whom did Spain send to take control of land and people in Mexico and Central and South America?
   a) Puritans
   b) Pilgrims
   c) conquistadors

2. Why did Spain and Portugal want to control Mexico and Central and South America?
   a) They wanted riches.
   b) They wanted to worship in their own way.
   c) They wanted to learn from Native Americans.

3. The very first English settlement disappeared from ____________.
   a) Jamestown
   b) Roanoke Island
   c) Massachusetts Bay

4. John Smith was one of the leaders of ____________.
   a) Jamestown
   b) Roanoke Island
   c) Massachusetts Bay

5. The settlers at Jamestown survived because they had help from ____________.
   a) Squanto
   b) the Powhatan
   c) the Puritans

6. Tobacco farmers used enslaved people who were brought by force from ____________.
   a) Africa
   b) England
   c) Spain and Portugal

7. The Pilgrims meant to go to Virginia but instead settled in ____________ after their ship was blown off course.
   a) Roanoke Island
   b) Jamestown
   c) Plymouth
8. Who was the Native American who could speak English and helped the Pilgrims?
   a) Squanto
   b) King James I
   c) Pocahontas

9. What colony was started by the Puritans?
   a) Plymouth
   b) Jamestown
   c) Massachusetts Bay Colony

10. The Puritans believed that everyone should have an education and everyone should ____________.
    a) learn to farm
    b) have job skills
    c) observe Thanksgiving
Unit Assessment Student Answer Sheet: Early Explorers and Settlers

1. a. [Image 1] b. [Image 2] c. [Image 3]


3. a. [Image 7]
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Unit Assessment Student Answer Sheet: Early Explorers and Settlers

7. a. b. c.
8. a. b. c.
9. a.
Unit Assessment Student Answer Sheet: Early Explorers and Settlers

10. a. [Image]  b. [Image]  c. [Image]
Performance Task: Early Explorers and Settlers

Materials Needed: four blank 5” x 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the Early Explorers and Settlers Student Book

Teacher Directions: In this unit, students learned about the early exploration and settlement of North America—the Spanish conquistadors who explored Mexico and Central and South America; Sir Walter Raleigh and the short-lived Roanoke Island colony in North Carolina; groups such as the Powhatan, Pilgrims, Wampanoag, and Puritans and the English colonies in Virginia and Massachusetts; and the development of slavery in the Southern Colonies.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit early explorers and settlers. They will share the sights, sounds, and smells of the Americas with their friends and family back home by creating four different postcards on 5” x 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about exploration and settlement. Students should identify in their postcards the most important aspects of early exploration and settlement that they have learned about that make the Americas during this era an exciting place to visit.

Have students draw images of early explorers and settlers on one side of each card and dictate a brief message about early explorers and settlers for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about life for early explorers and settlers.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
### Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| Above Average | Response is accurate and detailed. Student demonstrates strong understanding of early explorers and settlers, identifying four of the following details in drawing and/or dictation:
|               | • Spanish conquistadors sailed to the New World and took control of land, gold, and silver from the Aztec and Inca; the Spanish and Portuguese became rich because they made the indigenous people dig for gold and silver.
|               | • Sir Walter Raleigh started Roanoke colony for Queen Elizabeth of England, but it disappeared mysteriously.
|               | • King James of England sent settlers on a long and dangerous voyage to start a colony in Virginia called Jamestown.
|               | • John Smith helped the settlers of Jamestown survive by becoming friends with Chief Powhatan and his daughter Pocahontas.
|               | • The English settlers learned about tobacco from the Powhatan; growing more and more tobacco made a lot of money, so the English settlers forced captured and enslaved Africans to farm tobacco in the colonies.
|               | • The Pilgrims started a colony in Massachusetts named Plymouth, and Squanto, a Native American, helped them with farming, hunting, and fishing; the Wampanoag and Pilgrims had a feast of thanksgiving.
|               | • The Puritans built a city called Boston and many towns.
|               | • Soon there were thirteen English colonies in America. |
| Average       | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of early explorers and settlers, noting three of the details listed above. |
| Adequate      | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of early explorers and settlers, noting two of the details listed above. |
| Inadequate    | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above. |
Directions for Making My Passport

If this is the first Grade 1 CKHG unit you have completed with your students, please download and print the Grade 1 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 1 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 1 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for Early Explorers and Settlers.
My Passport Activity for Early Explorers and Settlers

Materials Needed: personalized copies of Grade 1 My Passport for each student, sufficient copies of the Early Explorers and Settlers Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the Early Explorers and Settlers Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Early Explorers and Settlers Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about Early Explorers and Settlers. Ask students to turn to page 8 of their passport.

Show students the individual Early Explorers and Settlers Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Early Explorers and Settlers page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Early Explorers and Settlers page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to colonial America.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those times and places and the Americas as described in Early Explorers and Settlers.
During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about early exploration and settlements in the Americas. Students will learn that after Columbus’s arrival in the Americas, Spain and Portugal sent conquerors, called conquistadors by the Spanish, to conquer the land and indigenous peoples and acquire the region’s gold and silver. They will learn about English attempts at colonization, including the failed colony at Roanoke and the struggles of Jamestown in Virginia. They will learn that the Pilgrims, a group of English people who wished to worship God without worshipping in the Church of England, crossed the Atlantic and found a place to build a village in Plymouth, Massachusetts. Their voyage and first year were very hard and many died, but they had help from Native Americans, made a successful harvest, and held a day of thanksgiving. Next, students will learn about another group of English people, the Puritans, who also came to North America for freedom of worship. The Puritans established Massachusetts Bay Colony, where education and working hard were core values.

Finally, your child will learn about the people who were forced to come to America from Africa to be enslaved. The term “enslaved people” is used rather than the term “slaves” to emphasize that these individuals were people rather than property, even though they were considered property at the time. These historical events are presented in an age-appropriate way. The goal is to build knowledge about life in earlier times and to understand that the practice of slavery was cruel and unfair. This chapter concludes by teaching that the practice of slavery has ended but that we must never forget this sad period in American history.

Please let us know if you have any questions.
Mayflower Boats
Answer Key: *Early Explorers and Settlers*

Unit Assessment
(pages 100–101)

1. c  2. a  3. b  4. a  5. b  6. a  7. c  8. a  9. c  10. b
What is the Core Knowledge Sequence?
The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.

For which grade levels is this book intended?
In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 1 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

For a complete listing of resources in the Core Knowledge HISTORY AND GEOGRAPHY series, visit www.coreknowledge.org.
A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the 

*Core Knowledge Sequence* (content and skill guidelines for Grades K–8)

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 units at this level include:

- Continents, Countries, and Maps
  - Mesopotamia
  - Ancient Egypt
- Three World Religions
- Early Civilizations of the Americas
  - The Culture of Mexico
- Early Explorers and Settlers
- From Colonies to Independence
  - Exploring the West

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