



Exploring and Moving to America



Young Christopher Columbus

Teacher Guide

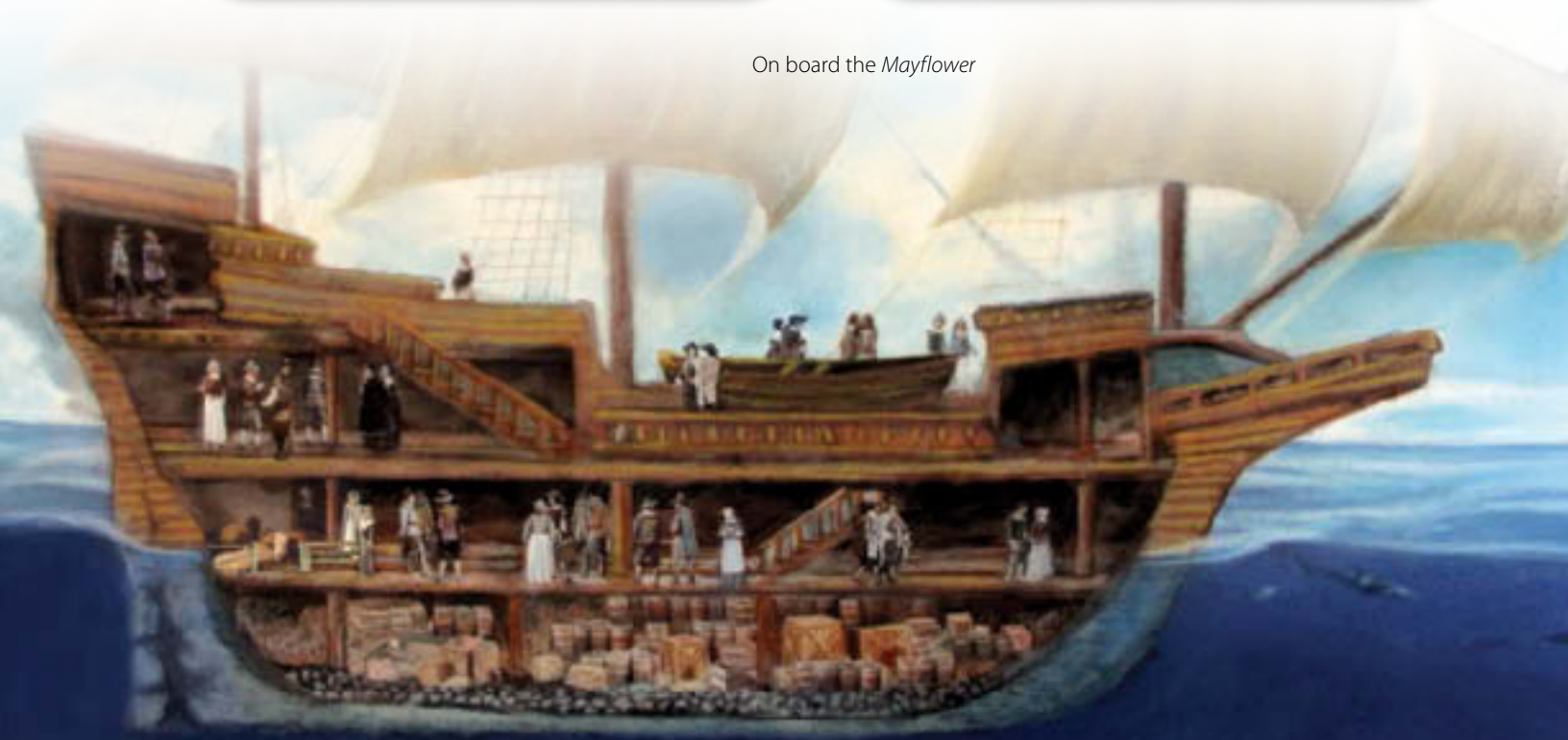
Sailors at sea



Spices from Asia



On board the *Mayflower*



Exploring and Moving to America

Teacher Guide



Core Knowledge

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Exploring and Moving to America

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Exploring and Moving to America

Teacher Guide

Core Knowledge History and Geography™ K

Introduction

ABOUT THIS UNIT

The Big Idea

The story of American history includes Columbus, the Pilgrims, and the struggle for independence, as well as the shadow of slavery.

Christopher Columbus (Cristoforo Colombo) is famous for claiming America for Spain. But when he sailed west on Spain's behalf, he was looking for a water route to China and India and the silk and spices to be found there. Columbus landed in the Americas by mistake and thought he had arrived in the Indies. Soon, other explorers and settlers sailed to the Americas, believing that Columbus had arrived in what Europeans viewed as a "New World," one that they had never seen or heard about before. The Spanish settled in parts of North and South America, and in time the English colonized parts of North America.

Several generations later, North American colonists fought for their independence from what had become Great Britain, and the United States of America, the first modern democracy, was born. While the Declaration of Independence declared that "all men are created equal," not all men—or women—were free in America. Enslaved Africans were brought to work on farms and plantations possibly as early as 1619 in the early English colonies. The practice of using enslaved Africans as a steady supply of labor continued long after the Declaration of Independence was signed.

What Students Should Already Know

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

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the locations of the Atlantic Ocean and Pacific Ocean
- the locations of the North Pole and South Pole
- the meaning of some basic terms of spatial orientation necessary for working with maps
- the names and relative locations of the seven continents
- some familiar associations with each continent, such as wildlife, landmarks, etc.
- the cultures of the Eastern Woodlands, American Southwest, and Pacific Northwest Native Americans, including how they lived, what they wore and ate, what their homes were like, what their beliefs and stories were/are, and what their status is today

What Students Need to Learn

The Voyage of Columbus in 1492

- how Queen Isabella and King Ferdinand funded Columbus's voyage
- the *Niña*, *Pinta*, and *Santa Maria*
- why Columbus used the terms *Indies* and *Indians*
- why Europeans thought Columbus had found a new world

The Pilgrims

- why the Pilgrims founded a colony
- the *Mayflower* and Plymouth
- how the Thanksgiving Day celebration came about

July 4, Independence Day

- the birthday of the United States of America
- democracy (rule of the people): Americans wanted to rule themselves rather than be governed by a faraway king
- why freedom did not exist for all people in the new nation: some people were enslaved

AT A GLANCE:

The most important ideas in Unit 3 are:

- The terms *Indies* and *Indians* were misapplied by Columbus but have continued to be used.
- The Pilgrims left England in search of freedom to practice their religion.
- Thanksgiving Day is a tradition begun by the Pilgrims after their first successful harvest.
- The United States celebrates July 4, 1776, as its birthday.
- The nation was established because the Americans wanted to rule themselves rather than to be ruled by the king of Great Britain.
- Not everyone was free once the nation gained independence: some Africans were brought to America as enslaved people.

WHAT TEACHERS NEED TO KNOW

Background: Introducing the Concept

This Core Knowledge History and Geography™ (CKHG™) unit covers three important topics in U.S. history—the first voyage of Columbus, the voyage of the Pilgrims some 128 years later, and American independence. You can tie them together by stressing the similarity between the voyages of Columbus and the Pilgrims (how small the ships were, how long the journey was, how scary the voyage must have been, how both led to encounters with indigenous peoples), and the similar motive—freedom—that prompted both the Pilgrims’ voyage and the movement for independence by the colonists.

Dates are included for your reference as a teacher; they need not be taught to Kindergartners, though students should understand the basic chronological order: first Columbus, then the Pilgrims, and then independence.

UNIT RESOURCES

Teacher Components

Exploring and Moving to America 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 82.

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 this 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 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 *Exploring and Moving to America* Student Book includes ten 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 *Exploring and Moving to America* unit is one of four world and American history and geography units in the Grade K 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 10–11 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-five days teaching the *Exploring and Moving to America* unit so that you have sufficient time to teach the other three units in the Grade K 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 you read 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 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: Christopher Columbus: A Young Adventurer	What did young Christopher Columbus and his brother hope to do when they were older?	adventure, adventurer, dock, sail, silk cloth, spices, captain, sailors
Chapter 2: Christopher Has an Idea	What was Christopher's idea?	voyages, trade, camels, the Americas
Chapter 3: Christopher Sails West	Who helped pay for Christopher's voyage west? Why?	risky, tools, jewels, swords
Chapter 4: The Voyage West	Why did the sailors want to go home?	decks, island, diary
Chapter 5: Exploring the Americas	Why did Christopher mistakenly call the people he met "Indians"?	tobacco plants, hero
Chapter 6: The Pilgrims Search for a New Home	Why did the Pilgrims go to America?	board, Pilgrims, worship, axes, saws, dried meat, hammocks
Chapter 7: On Board the <i>Mayflower</i>	What was life like on the <i>Mayflower</i> ?	sails, leaked, crow's nest
Chapter 8: The Pilgrims Work Hard to Survive	What holiday do we still celebrate today that is similar to the Pilgrims' celebration?	survive, settle, crops, harvest, feast
Chapter 9: American Independence	Why is July 4 celebrated as America's birthday?	settlers, laws, king, parliament, protested, independence
Chapter 10: Taken to America	Did people from other places come to America for the same reasons?	Africa, enslaved, rights, enslaved workers, slavery

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 6.1

AP 8.1

AP CA.1

The following activity pages can be found in Teacher Resources, pages 117–122. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be 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 1–4, 6, 10—World Map (AP 1.2)
- Chapter 6—A Trip on the *Mayflower* (AP 6.1)
- Chapter 8—The First Thanksgiving (AP 8.1)
- Culminating Activity—Reviewing the Concepts (AP 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

Adler, David A. Illustrated by John and Alexandra Wallner. *A Picture Book of Christopher Columbus*. New York: Holiday House, 1991.

Bruchac, Joseph. Illustrated by Greg Shed. *Squanto's Journey: The Story of the First Thanksgiving*. New York: Houghton Mifflin Harcourt Books for Young Readers, 2007.

Ortiz, Simon J. Illustrated by Sharol Graves. *The People Shall Continue*. New York: Lee and Low Books, 2017.

Ross, Katharine. Illustrated by Carolyn Croll. *The Story of the Pilgrims*. New York: Random House Books for Young Readers, 1995.

Sis, Peter. *Follow the Dream: The Story of Christopher Columbus*. New York: Knopf Books for Young Readers, 2003.

Spinelli, Jerry. Illustrated by Larry Day. *My Fourth of July*. New York: Neal Porter Books, 2019.

Waters, Kate. Photographed by Russ Kendall. *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl*. New York: Scholastic, Inc., 1999.

Waters, Kate. Photographed by Russ Kendall. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*. New York: Scholastic, Inc., 1996.

Waters, Kate. Photographed by Russ Kendall. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic Bookshelf, 2008.

Waters, Kate. Photographed by Russ Kendall. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*. New York: Scholastic Press, 1996.

Yolen, Jane. Illustrated by David Shannon. *Encounter*. New York: Houghton Mifflin Harcourt Books for Young Readers, 1996.

EXPLORING AND MOVING TO AMERICA PACING GUIDE

_____’s Class

Note to Teacher: *Exploring and Moving to America* is intended to be taught as the third unit of Grade K CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Exploring and Moving to America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Exploring and Moving to America

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Exploring and Moving to America

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EXPLORING AND MOVING TO AMERICA PACING GUIDE

_____’s Class

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Exploring and Moving to America

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Exploring and Moving to America

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CHAPTER 1

Christopher Columbus: A Young Adventurer

Primary Focus Objectives

- ✓ Understand that when they were young boys, Christopher Columbus and his brother dreamed of becoming sailors. (SL.K.2, SL.K.3)
- ✓ Understand that at the time Christopher Columbus lived, people did not know about all of the continents and oceans; some people thought Earth was flat and that if a ship sailed too far, it would fall off the edge of Earth. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *adventure*, *adventurer*, *dock*, *sail*, *silk cloth*, *spices*, *captain*, and *sailors*. (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- a single copy of *Native Americans* Student Book
- globe
- individual student copies of *Exploring and Moving to America* Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- purple, blue, and green crayons or colored pencils for each student
- “Seven Continents Song” from the internet
- cinnamon sticks or a container of ground cinnamon, cloves, nutmeg, and ground pepper
- Images and/or pieces of silk cloth

Use this link to download the CKHG Online Resources for this unit, where the link to “Seven Continents Song” and images of silk cloth can be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Italy was not a unified country until the 1800s, long after Christopher Columbus lived. When Columbus was a boy, Genoa, his city of birth, was a city-state known as the Republic of Genoa. Columbus lived during the Renaissance, an important time for the development of art and music in Florence and eventually throughout Europe. A natural port and excellent location for trade along the Mediterranean, Genoa warred with Venice and Pisa for preeminence. The Genoese grew wealthy through trade and developed trade routes throughout the Mediterranean. The republic grew to be an important location for shipbuilding, trade, and banking. In 1451, the year Columbus was born, trade, the port, and shipbuilding activities were key to the city's economics, so it is perhaps not surprising that he became a sailor, despite his father's trade as a wool merchant. During Columbus's childhood, France took over rule of Genoa for a time, possibly accounting for Columbus's command of French among the many languages he knew.

THE CORE LESSON

Introduce *Exploring and Moving to America* and Chapter 1: "Christopher Columbus: A Young Adventurer"

Activity Page



Distribute copies of the World Map (AP 1.2), and tell students that you are going to quickly review the geography skills that they learned in the earlier Kindergarten CKHG units.

AP 1.2

Help students review the names of the continents by playing and singing the "Seven Continents Song" that they learned in the *Let's Explore Our World!* unit.

Next, point to each of the seven continents one by one on the globe, and ask students to locate and name each continent on their copy of the World Map.

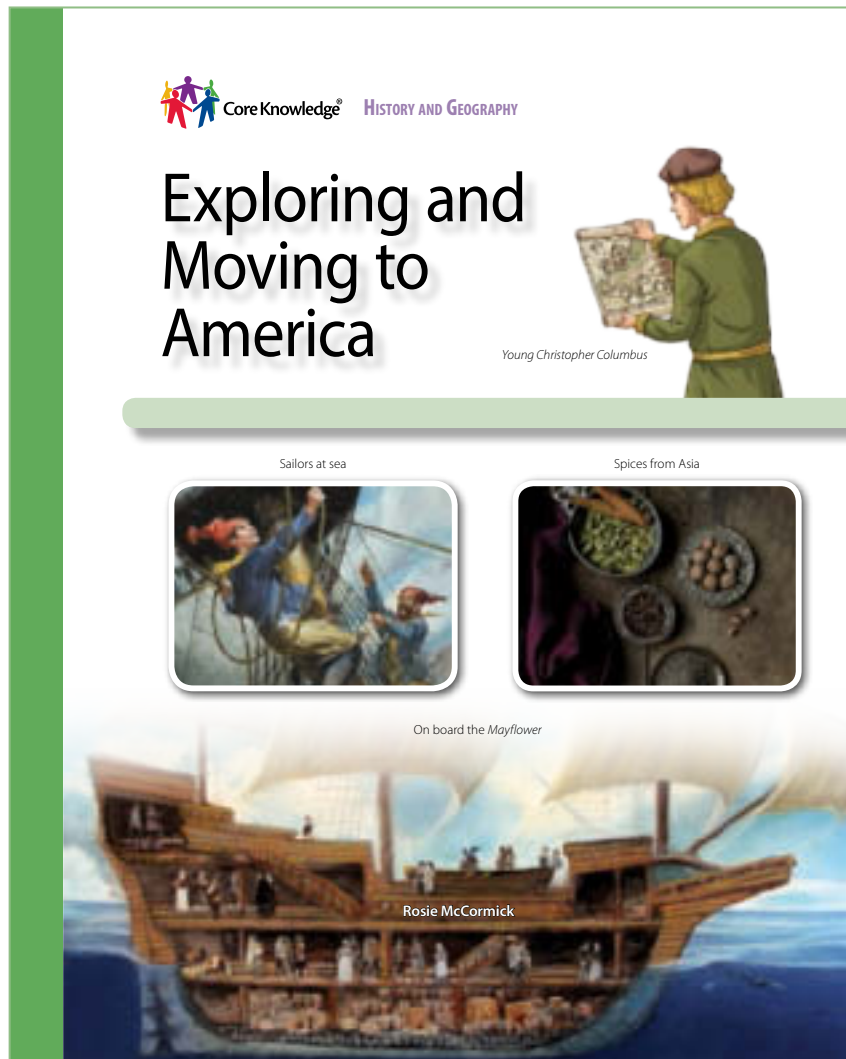
Note to Teacher: Save the continent of North America as the last one to identify.

Once students have identified the continent of North America, ask them to color the continent using their green crayon. Also, review the locations of the Atlantic and Pacific Oceans, directing students to shade each of these areas on the map blue.

Remind students that in an earlier CKHG unit, they learned about people who were already living in North America before people came from Europe to settle and live there. Show students the front cover of *Native Americans*, and ask them to recall what they remember about the first peoples who lived in North America and the United States. (*Students may recall that there were different groups of Native Americans who lived in different parts of North America. Depending on where they lived and which group they belonged to, Native Americans hunted, fished, and looked for different plants to eat as food. They also planted crops, such as corn, to eat. They lived in different types of homes, depending on where they lived, as well.*)

Tell students that in the new Read Alouds they will listen to over the next several weeks, they will learn about the first people from the continent of Europe to come to North America. Ask students to locate the continent of Europe on the World Map (AP 1.2) and to color it purple.

Distribute copies of the Student Book *Exploring and Moving to America* to the class, and tell students the title of the book. Ask students to look at the cover and describe what they see.



Activity Page



AP 1.2



Tell students that in the first chapter, they will hear about a boy named Christopher Columbus, who lived long, long ago in Italy on the continent of Europe. **Show students Italy on the World Map (AP 1.2).**

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 Christopher Columbus when he was a boy in Italy. 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 Italy to meet Christopher Columbus!,” and then ask students to open their eyes.

Big Question

What did young Christopher Columbus and his brother hope to do when they were older?

Core Vocabulary

adventure

adventurer

dock

sail

silk cloth

spices

captain

sailors

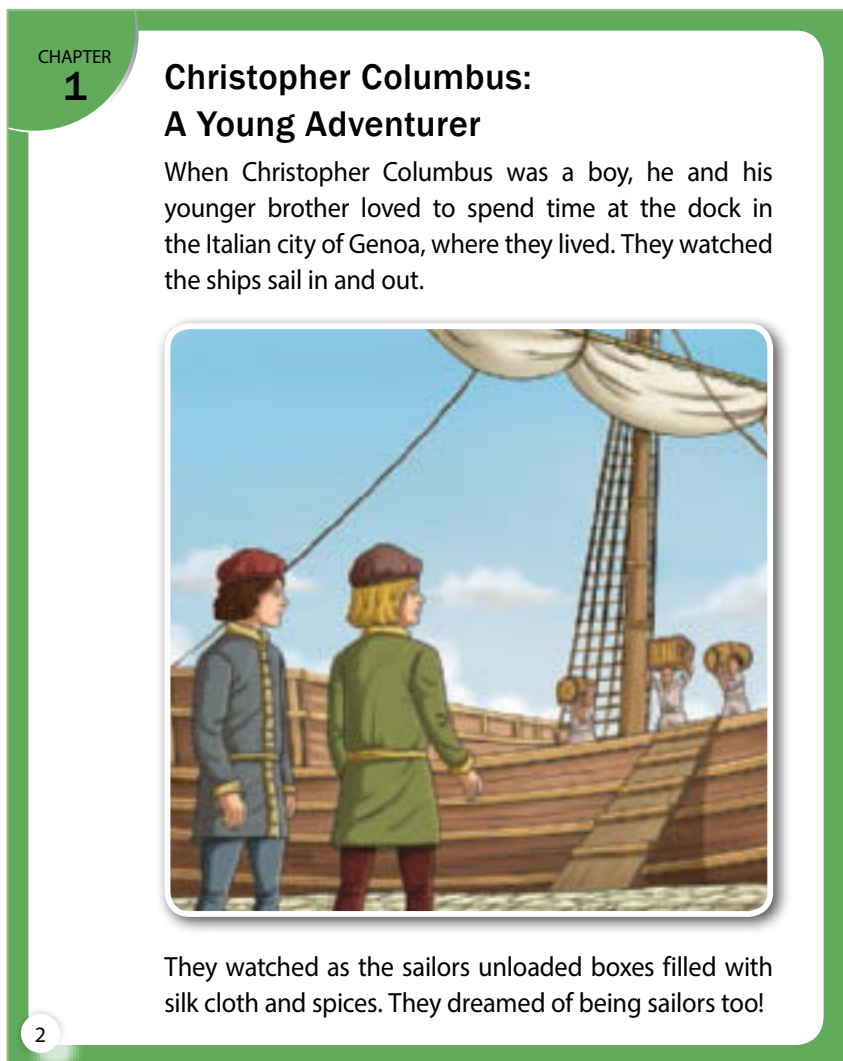
Chapter 1: “Christopher Columbus: A Young Adventurer”

Introduce the chapter without opening the book. Ask students to tell you what an adventure is. Work with them to arrive at a definition that includes the words *exciting* and *dangerous*.

CORE VOCABULARY—Explain that an **adventure** is an exciting and dangerous journey.

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 “Christopher Columbus: A Young Adventurer.”

CORE VOCABULARY—Explain that an **adventurer** is someone who makes a dangerous or exciting journey or trip.



CORE VOCABULARY—Explain that a **dock** is a long, flat surface that is built from land into the water so that ships can be loaded and unloaded there.

CORE VOCABULARY—Explain that to **sail** means to travel on a ship.

CORE VOCABULARY—Explain that **silk cloth** is a shiny, very soft fabric that usually costs a lot of money.

SUPPORT—Show students the images and/or pieces of silk cloth. Explain that silk cloth comes in many different colors. Sometimes it is plain, and sometimes it has patterns. But it is often smooth and shiny.

CORE VOCABULARY—Explain that **spices** are often strong smelling and tasting flavorings that come from plants; cinnamon, cloves, nutmeg, and black pepper are examples.

SUPPORT—Have students pass around cinnamon sticks or a container of ground cinnamon, and allow them to smell the cinnamon. Repeat with the cloves, nutmeg, and black pepper. Explain that these spices were used to make food taste better and are still used to flavor food.

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

Ask students the following questions:

LITERAL—Where did Christopher Columbus and his brother live?

» Christopher Columbus and his brother lived in Italy, in the city of Genoa.

LITERAL—What did the boys do at the dock?

» The boys watched the ships sail in and out, and they watched the sailors unload boxes. They dreamed of being sailors.

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

When Christopher was fourteen years old, he got a job on a ship, carrying messages from the captain to the sailors. One year later, he was hired as a ship’s helper—and then as a sailor. His dream of adventure at sea was coming true.



His brother learned to make maps, and together they hoped to sail far away.

3

CORE VOCABULARY—Explain that the **captain** is in charge of the ship. He is the boss.

CORE VOCABULARY—Explain that **sailors** are the workers on a ship.

Ask students the following question:

LITERAL—What jobs did Christopher do?

» Christopher got jobs carrying messages, as a ship's helper, and as a sailor.

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

Long ago, people didn't know about all the continents and oceans. Some people thought that Earth was flat and that if a ship sailed too far across the ocean, it would fall off the edge. But others, including Christopher, believed that Earth was round like a ball.



4

CHALLENGE—Ask students to name the seven continents (*Asia, Africa, Europe, North America, South America, Australia, Antarctica*) and four oceans (*Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean*).

SUPPORT—Show students the globe. Remind students that a globe is a model of Earth. Ask students to describe the shape of the globe and of Earth. (*They are round, like a ball.*) Explain that in Christopher Columbus's time, people did not have globes. They only had flat maps. Because people back then did not have globes, they did not completely understand the size or shape of Earth, and some people thought that Earth was flat.

Ask students the following questions:

LITERAL—What were the two ideas about the shape of Earth in Christopher’s time?

- » Some people thought that Earth was flat, while others believed it was round.

LITERAL—What did some people worry would happen if a ship sailed too far across the ocean?

- » People worried that the ship would fall off the edge of Earth.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did young Christopher Columbus and his brother hope to do when they were older?

- » Christopher and his brother hoped to sail far away together.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

CHAPTER 2

Christopher Has an Idea

Primary Focus Objectives

- ✓ Explain the different reasons why Christopher Columbus and others at this time wanted to go on long, dangerous voyages to the Indies. (SL.K.2, SL.K.3)
- ✓ Explain Christopher Columbus's idea of how to get goods from the Indies back to Europe without having to travel across hot, dry deserts. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *voyages*, *trade*, *camels*, and *the Americas*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.2

- globe and sticky notes
- individual student copies of *Exploring and Moving to America* Student Book
- teacher and individual student copies of World Map (AP 1.2)
- silk and wool scarves

What Teachers Need to Know

In Columbus's time, Europeans spent a lot of money buying spices such as cloves, pepper, cinnamon, and nutmeg. There were no refrigerators or freezers then to keep food fresh. Some spices helped keep food from turning bad. Others made old food taste better.

People also wanted beautifully colored silk cloth and gold and jewels. All of these things came from Asia. Europeans called this faraway part of the world "the Indies."

But it was very hard and dangerous to get to the Indies. After sailing east, men had to travel on camels across hot and sandy deserts. Often they were robbed, got lost, or ran out of water.

Here was Columbus's idea: If Earth was round, maybe he could sail west around the world until he reached the Indies. The whole journey could be made by ship across the Atlantic Ocean, with no long trips over the desert. Many more spices and other goods could be carried on a ship than on camels. More food and water could be carried too. And there was less chance of being robbed.

Today, we know that if you sail west from Europe, you will encounter North America. But, of course, Columbus didn't know this. Everyone in Europe at that time thought there was only ocean all the way.

Introduce “Christopher Has an Idea”

Ask students to recall what they learned about Christopher Columbus in the previous Read Aloud. Prompt students, if needed, to recall the following key points:

- Christopher Columbus lived long ago in Genoa, Italy, which was near the ocean.
- As a young boy, Columbus spent lots of time watching the ships that sailed in and out of Genoa. He watched sailors take boxes of spices and silk off the ships and listened to stories the sailors told about the different places they had visited.
- Christopher wanted to become a sailor.
- Unlike some people at that time who believed Earth was flat, Christopher believed Earth was round.

Tell students to listen carefully to today’s Read Aloud to find out about a clever idea that Christopher had: a possibly better way to reach parts of the world where spices and silk could be found.

Big Question

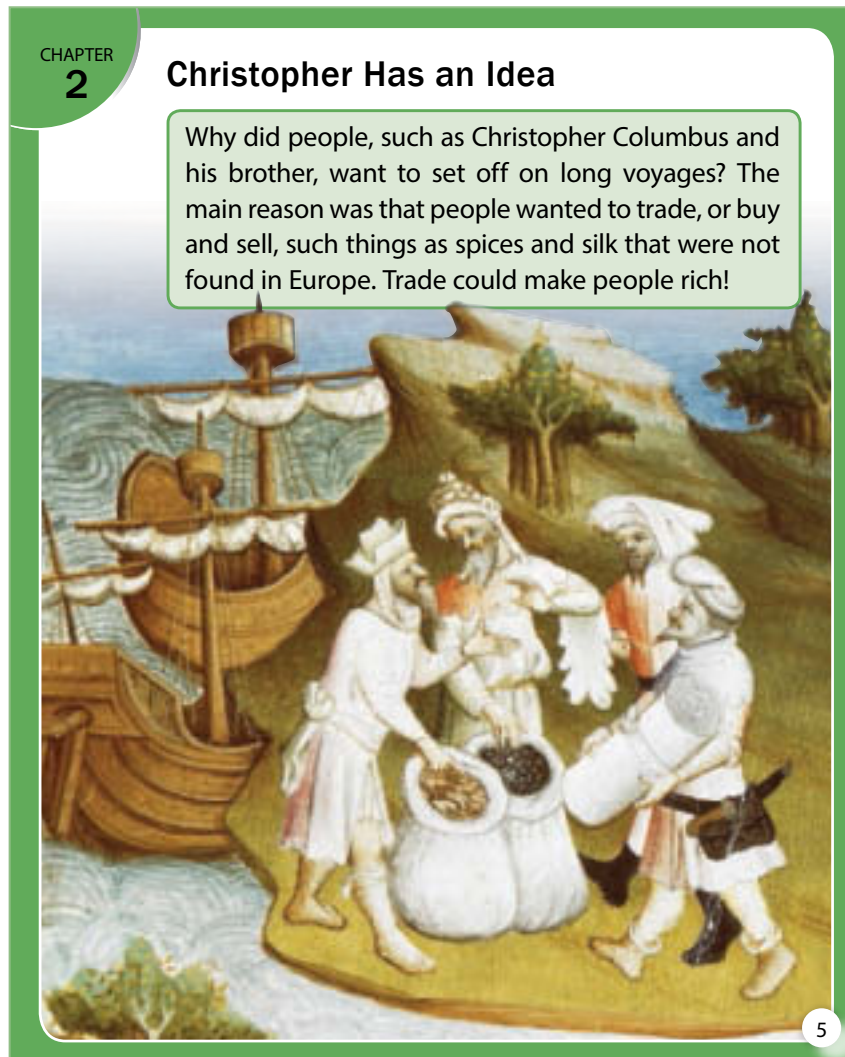
What was Christopher’s idea?

Core Vocabulary

voyages trade camels the Americas

Chapter 2: “Christopher Has an Idea”

Distribute copies of the Student Book. Ask students to turn to page 5 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Christopher Has an Idea.”



CORE VOCABULARY—Explain that **voyages** are long trips or journeys on ships.

CORE VOCABULARY—Explain that to **trade** means to buy and sell things such as spices, clothing, or even food.

SUPPORT—**Pass around silk and wool scarves.** After everyone has felt and compared the materials, ask students which they would rather wear. Why? (*Most students will say silk, because it is pretty and smooth. Some will say wool, because it is warmer.*) Tell students that many years ago, the people in Europe could only make fabric out of wool. But they wanted silk too. So, they sent adventurers all the way to Asia to bring back silk.

Ask students the following question:

LITERAL—Why did people go on dangerous voyages?

» People went on dangerous voyages to buy and sell things that they did not have in Europe.

Now ask students to look at the image on page 6 as you read aloud.

In Christopher Columbus's time, there were no refrigerators to keep food fresh. Europeans often ate food, especially meat, that was not fresh. People used spices, such as cloves, pepper, cinnamon, and nutmeg, to make food taste better.



Many of these spices could only be found in a faraway part of the world that Europeans called "the Indies." Today, this part of the world is known as Asia.

6

SUPPORT—Remind students that spices come from different parts of plants. Then repeat that people used these spices to make food taste better, as well as to make food last longer, because they had no refrigerators or freezers to keep food fresh.

Activity Page



SUPPORT—Have students point to Asia on the World Map (AP 1.2).



AP 1.2

Ask students the following questions:

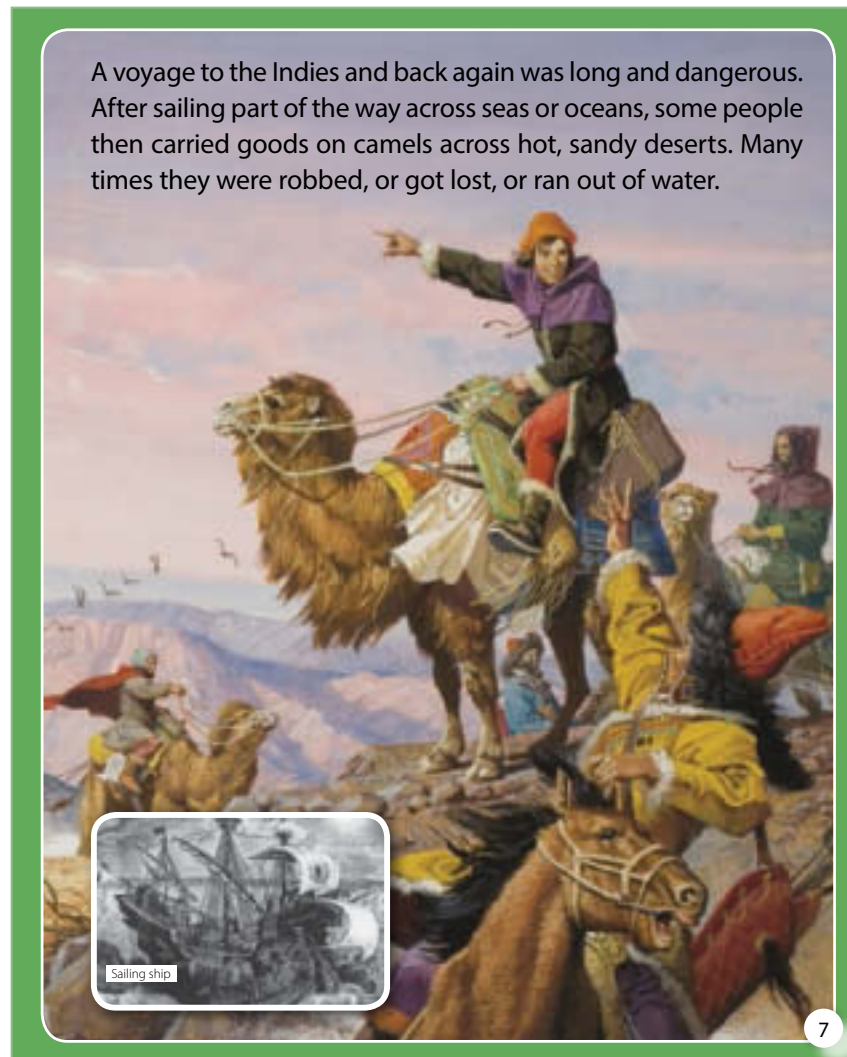
LITERAL—Why did people in Christopher Columbus's time use spices?

- » People in Christopher Columbus's time used spices to make their food taste better because it wasn't very fresh.

LITERAL—Where did the spices come from?

- » The spices came from a faraway part of the world. At the time it was called the Indies, but we call it Asia.

Ask students to look at the images on page 7 as you read aloud.



CORE VOCABULARY—Explain that **camels** are large animals that can travel well in deserts and carry people or things on their backs. Camels are famous for the humps on their backs. Point out the camels in the main image on page 7.

Ask students the following questions:

LITERAL—How did people get to the Indies?

- » Some people sailed partway across seas or oceans and then carried goods on camels across hot, sandy deserts.

LITERAL—What dangers did people face when they traveled to the Indies across the desert?

- » In the desert people might be robbed, get lost, or run out of water.

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

Christopher had an idea. If Earth was round, maybe he could sail west around the world and reach the Indies that way. The whole voyage could be made by ship across the Atlantic Ocean, with no need to travel across hot, dry deserts.



Many more spices and other goods could be carried on ships than on camels. Camels were called “ships of the desert.”

8

SUPPORT—Call students’ attention to the images on the page. Explain that the main image shows a painting of Christopher Columbus.

Ask students the following questions:

LITERAL—Across which ocean did Christopher Columbus plan to travel to get to the Indies?

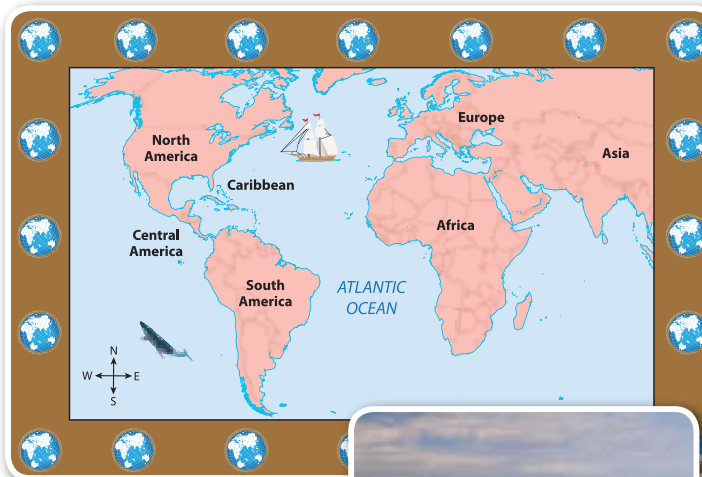
» Christopher Columbus planned to travel across the Atlantic Ocean.

EVALUATIVE—Why did traveling by ship seem like a better idea than traveling through the desert?

» Traveling by ship seemed better because ships can carry more goods than camels can, and traders would not need to cross the hot, dry desert.

Ask students to look at the images on page 9 as you read aloud.

Today, we know that if you sail west across the Atlantic Ocean from Europe, you reach the Americas, or North and South America. But of course Christopher didn't know this. Long ago, many people thought there was nothing but ocean if you sailed west.



Christopher needed someone to believe he could sail across the Atlantic Ocean—the second largest ocean on Earth.



9

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

 **SUPPORT**—Have students find and point to the Americas in the map on page 9.

SUPPORT—**Cover up the Americas on the globe with some sticky notes.** Spin the globe for students, showing them the route that Columbus expected to take from Europe to Asia across the ocean. Explain that Columbus thought that he could reach the Indies by sailing west. Then pull off the sticky notes to reveal North and South America, and spin the globe again, explaining that the Americas are actually between Europe and Asia when you travel west.

Ask students the following question:

LITERAL—What did many people think Christopher Columbus would find if he sailed west?

- » Many people thought Christopher Columbus would only find ocean by sailing west.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was Christopher's idea?

- » Christopher's idea was that he could sail west across the Atlantic Ocean and get to the Indies, instead of going east.

CHAPTER 3

Christopher Sails West

Primary Focus Objectives

- ✓ Understand who King Ferdinand and Queen Isabella were and the role they played in Columbus's voyage. (SL.K.2, SL.K.3)
- ✓ Identify the names of Christopher Columbus's ships: the *Niña*, the *Pinta*, and the *Santa Maria*. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *risky*, *tools*, *jewels*, and *swords*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.2

- individual student copies of *Exploring and Moving to America* Student Book
- teacher and individual student copies of World Map (AP 1.2)

What Teachers Need to Know

While the conventional wisdom of the past has been that Christopher Columbus was alone in thinking that Earth was round, that is not true. Most educated Europeans in the 1400s knew that Earth was round. However, Columbus thought that the world was considerably smaller than it actually is and that he could sail west for just a few weeks and reach Asia. He believed sailing west would lead to a shorter, better trade route than the one discovered by the Portuguese explorers Bartolomeu Dias and Vasco da Gama just a few years earlier. The Portuguese route involved sailing around the tip of Africa and then east to the Indies.

Columbus first approached the king of Portugal with his request for funds to outfit an expedition, but he was denied. Columbus then journeyed to Spain to ask King Ferdinand and Queen Isabella for aid. There were a number of reasons why the timing was particularly good to approach the Spanish monarchs.

Ferdinand of Aragon and Isabella of Castile had married and joined their territories into the new kingdom of Spain. Their combined forces had ousted the Moors from southern Spain. The Moors were followers of Islam originally from North Africa. The Spanish monarchs were now looking for new sources of wealth to maintain their kingdom; they hoped that Asia, with its spices, silks, and other riches, would provide this wealth.

By circumventing the Arab merchants who acted as intermediaries on the trade routes, Columbus's plan offered an alternate and more potentially lucrative route to Asia. In addition, Isabella, a staunch Catholic, was interested in spreading Christianity to Asia. Ferdinand and Isabella financed a voyage, which included three ships: the *Niña*, the *Pinta*, and the *Santa Maria*. Historians believe the ships were probably about fifteen to twenty-five meters long and six to eight meters wide. Columbus commanded the *Santa Maria*.

Columbus found sailors willing to go to the Indies. They loaded the ships with enough food and water to last a year. (Remember: no one knew how long it would take to get to the Indies by sailing west.)

Introduce “Christopher Sails West”

By way of review, ask students why Christopher Columbus and others wanted to sail to the Indies. (*They wanted to get spices and silk cloth and other things that were not available at home.*)

Activity Page



AP 1.2



Remind students that in the last Read Aloud, they heard that Christopher Columbus had a new idea about how to get to the Indies. **Display World Map (AP 1.2) as students refer to their own copies.** Ask students to place their finger on the continent of Europe, which they have previously colored purple. Remind students that Columbus planned to sail west from Europe across the Atlantic Ocean. Then help a volunteer to trace the route on the display map, while students follow along on their own maps, showing the route Columbus hoped to sail to get to the Indies.

Be sure that students understand that at that time, people who lived in Europe did not know the continent of North America existed. No one had ever traveled long distances by sailing west—at least no one who had returned from such a journey and who could tell others about what he had found.

Point out that there were very limited means of communication—no telephones, radios, or television. Explain that when sailors went on a long voyage, their families simply had to wait until they returned to find out how they were or what had happened on the trip. Many of these voyages took months before sailors returned home.

Big Question

Who helped pay for Christopher’s voyage west? Why?

Core Vocabulary

risky tools jewels swords


Chapter 3: “Christopher Sails West”

Distribute copies of the Student Book. Ask students to turn to page 10 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Christopher Sails West.”

CHAPTER
3

Christopher Sails West

For many, many years, Christopher planned his voyage. He also searched for someone rich enough to pay for this risky adventure. Finally, he had the chance to meet King Ferdinand and Queen Isabella of Spain.



He told them about his idea of reaching the Indies by sailing west across the Atlantic Ocean.

10

CORE VOCABULARY—Explain that **risky** means dangerous or likely to fail.

Activity Page



SUPPORT—Show students where Spain is on the World Map (AP 1.2).



AP 1.2

Ask students the following questions:

LITERAL—What did Christopher need to find before he could make his voyage?

- » Christopher needed to find someone rich enough to pay for his voyage, which was a risky adventure.

LITERAL—To whom did Christopher talk about his voyage?

- » Christopher talked to King Ferdinand and Queen Isabella of Spain.

Now ask students to look at the image on page 11 as you read aloud.

The Spanish king and queen did want to find an easier way for their ships to get to the Indies. They wanted to trade their cloth, glass, and tools for spices, silk, jewels, and gold. Spain would become rich if Christopher's plan worked.



King Ferdinand and Queen Isabella decided to pay for the voyage. Now Christopher could start his great adventure!

11

CORE VOCABULARY—Explain that **tools** are objects used to complete a specific task. For example, a hammer is a tool used for building.

CORE VOCABULARY—Explain that **jewels** are valuable stones often found underground. Jewels are cut and polished to be used in jewelry.

Ask students the following questions:

LITERAL—What did the Spanish king and queen want?

» The Spanish king and queen wanted an easier way for their ships to get to the Indies to trade.

LITERAL—What did King Ferdinand and Queen Isabella hope would happen if Christopher's plan worked?

» King Ferdinand and Queen Isabella hoped that Spain would become rich.

Ask students to look at the image on page 12 as you read aloud.

The king and queen of Spain gave Christopher three ships: the *Niña*, the *Pinta*, and the *Santa Maria*. Each ship had a captain. Christopher Columbus was the captain of the *Santa Maria*.



The three ships were small, but they were strong enough to sail across the stormy waters of the Atlantic Ocean.

12

Note to Teacher: *Niña* is pronounced (/nee*nyah/).

Ask students the following question:

LITERAL—How many ships did the king and queen give Christopher? What were the names of the ships?

- » The king and queen gave Christopher three ships, called the *Niña*, the *Pinta*, and the *Santa Maria*.

Now ask students to look at the image on page 13 as you read aloud.

Columbus found sailors who wanted to go with him to the Indies. They loaded the ships with enough food and water to last a year, as well as with things they could trade. They also took firewood, cooking pots, medicines, fishing lines, swords, and guns. When everything was ready, they set off across the wide, blue ocean.



13

CORE VOCABULARY—Explain that **swords** are long, sharp, knifelike weapons.

SUPPORT—Tell students that the firewood was needed for cooking food.

Ask students the following questions:

LITERAL—How much food and water did the sailors take with them?

- » They took enough food and water with them to last a year.

INFERENTIAL—Why do you think it was important to carry medicines on such a long voyage?

- » Medicines were important to carry because the sailors might get sick on the voyage, and because they were far from home, they could not simply go see a doctor.

EVALUATIVE—Why did Christopher and the sailors carry weapons?

- » They might have been afraid of meeting dangerous people since they didn't know what they would find.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Who helped pay for Christopher’s voyage west? Why?

- » King Ferdinand and Queen Isabella of Spain helped pay for Christopher’s voyage. They hoped he would find an easier and faster way to get to the Indies for spices, silk, jewels, and gold. If he did, King Ferdinand and Queen Isabella and Spain would become rich.

CHAPTER 4

The Voyage West

Primary Focus Objectives

- ✓ Describe what life was like for Columbus and his sailors during their voyage west. (SL.K.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *decks*, *island*, and *diary*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.2

- globe
- individual student copies of *Exploring and Moving to America* Student Book
- teacher and individual student copies of World Map (AP 1.2)

What Teachers Need to Know

The ships set sail on August 3, 1492. They sailed with strong winds. Columbus knew some men would begin to get nervous as they sailed farther west and farther away from home, so he kept two sets of logbooks. If the ships traveled ninety miles in a day, Columbus would write down seventy miles. Columbus recorded his decision to do this in his journal: “Sailed this day nineteen leagues, and determined to count less than the true number, that the crew might not be dismayed if the voyage should prove long. . . . Sailed day and night, west thirty-nine leagues, and reckoned only thirty-six.”

Despite this deception, the men began to get nervous after several weeks of sailing and seemed to be about to mutiny. However, in late September, they began to see sea birds and branches with leaves still attached floating in the water, which they reasoned were signs that land was near. Land was sighted on October 12.

THE CORE LESSON

Introduce “The Voyage West”

Remind students that in the last Read Aloud, they heard about King Ferdinand and Queen Isabella of Spain. King Ferdinand and Queen Isabella played an important role in the voyage that Columbus wanted to make to the Indies. Ask students to describe what King Ferdinand and Queen Isabella did. (*They gave Columbus the money and ships that he needed to sail to the Indies. The three ships were called the Niña, the Pinta, and the Santa Maria.*)

Tell students that in today’s Read Aloud, they will hear more about what life was like on the *Niña*, the *Pinta*, and the *Santa Maria*. They will also hear about the difficulties that Columbus and the sailors faced during the voyage.

Big Question

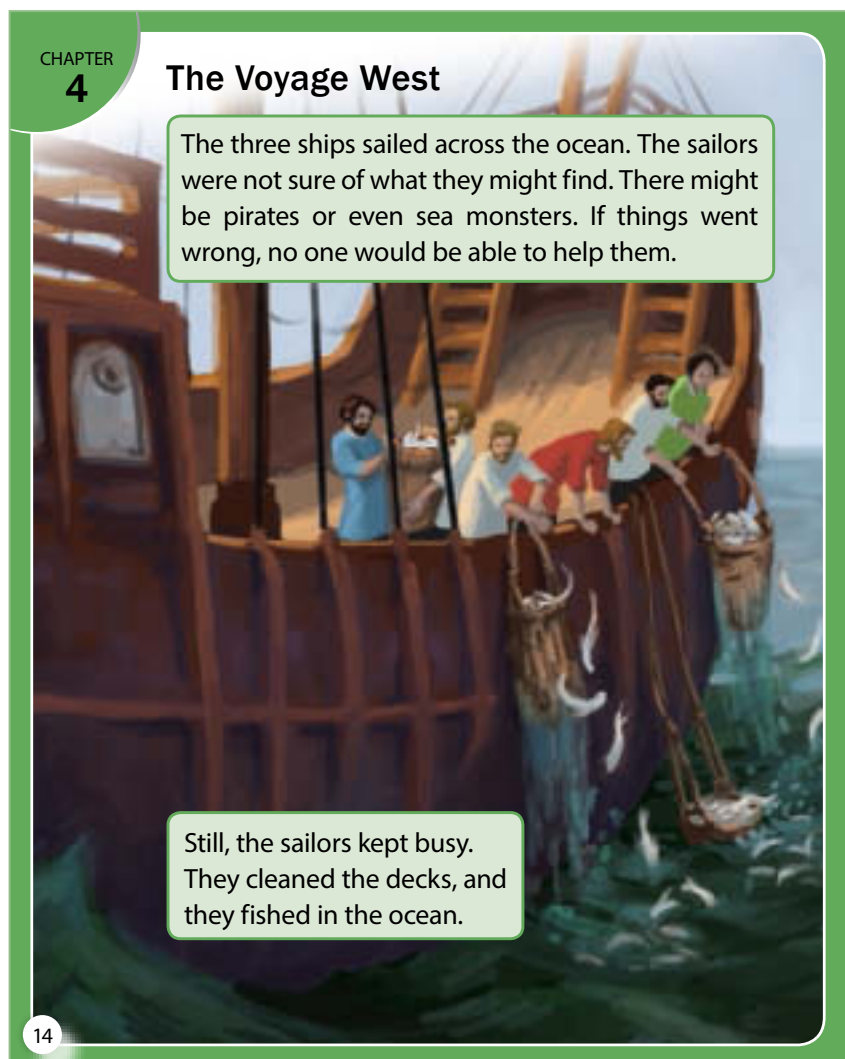
Why did the sailors want to go home?

Core Vocabulary

decks island diary

Chapter 4: “The Voyage West”

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 “The Voyage West.”



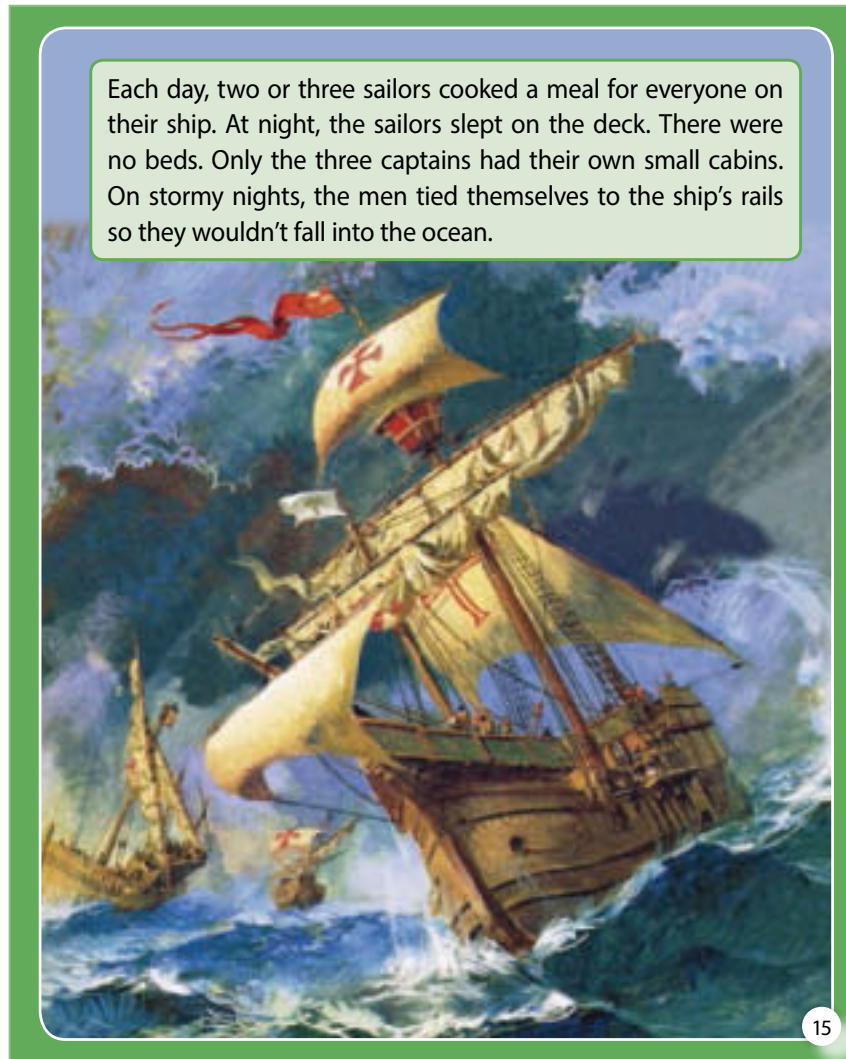
CORE VOCABULARY—Explain that the **decks** are the floors of the ship. **Ask students to point to the deck of the ship in the image on page 14.**

Ask students the following question:

LITERAL—Why were the sailors afraid?

- » The sailors were afraid that they might find pirates or sea monsters. They were also afraid that if they had any trouble, no one would be able to help because they were far away from home and alone on the ocean.

Now ask students to look at the image on page 15 as you read aloud.



Direct students to look at the image on the page. Ask them to describe what is happening. Help them to understand that the image shows Columbus's ships in a storm at sea. Ask students if they remember the names of the three ships (*the Niña, Pinta, and Santa Maria*).

Ask students the following question:

LITERAL—What was life like for the sailors on the ships?

- » The sailors slept on the deck because there were no beds. On stormy nights, the sailors tied themselves to the ship's rails, or railings, so they wouldn't fall into the ocean.

Ask students to point to the ship's rails or railings in the image on page 15.

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

Christopher and his men sailed for many weeks, but they did not find any land. The men began to be afraid. What if Earth really was flat, and they sailed right off the edge? What if they ran out of food and water in the middle of the ocean?



The sailors wanted to return home, but Christopher was still sure his plan would work.

16

Ask students the following questions:

LITERAL—How long did Christopher and his men sail?

» Christopher and his men sailed for many weeks.

LITERAL—After sailing for so many weeks, what were the men afraid of?

» The men were afraid that Earth might really be flat and that they would sail right off the edge or run out of food and water.

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



CORE VOCABULARY—Explain that an **island** is a piece of land that is completely surrounded by water on all sides.

Activity Page



AP 1.2



SUPPORT—Have students find an example of an island on their World Maps (AP 1.2). Show students where the Bahamas are on the map and on the globe.

CORE VOCABULARY—Explain that a **diary** is a book for writing about your life, your feelings, and your experiences. Columbus wrote about his voyage in his diary.

Ask students the following questions:

LITERAL—What clue told the sailors they were near land?

- » The sailors saw small birds flying, which was a clue that they were near land.

LITERAL—How long had it been since the sailors had seen land?

- » It had been two months since the sailors had seen land.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did the sailors want to go home?

- » The sailors wanted to go home because they were afraid they might sail off the edge of Earth or run out of food and water.

Additional Activities

Be a Sailor on the *Niña*, *Pinta*, or *Santa Maria*

Materials Needed: sufficient copies of the *Exploring and Moving to America* Student Book

Have students act out life on one of Columbus's ships as it sailed west. Suggest that students begin by acting out the kind of work the sailors did on the ship and how they kept busy. Reread the descriptions on pages 14–15 of the Student Book to prompt students.

Then remind students that Columbus and the sailors were aboard the ships for weeks and weeks. Ask them to think about how the sailors might have felt after having being on board a long time. Suggest that students take turns saying the things the sailors might have been tired of:

"I am tired of not having a bed to sleep in."

"I am tired of looking out from the ship and only seeing the ocean."

Other students can take turns saying things that might have worried the sailors:

"I am afraid that we are lost."

"I am afraid we will never get home again."

"I am afraid we will fall off Earth."

Then suggest that all the sailors pretend that they see small birds and talk excitedly about what seeing the birds may mean.

Finally, prompt students to call out when they see land.

Exploring the Americas

Primary Focus Objectives

- ✓ Identify what Columbus called the people he met on the island where he landed and why he used this name. (SL.K.4)
- ✓ Understand that Columbus landed on and explored islands that were part of the continent of North America. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tobacco plants* and *hero*. (L.K.4, L.K.5)

Materials Needed

- individual student copies of *Exploring and Moving to America* Student Book

What Teachers Need to Know

Columbus recorded his impressions of the indigenous people he encountered after making landfall, in a letter that he wrote to the king and queen:

As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us . . . They all go completely naked, even the women . . . Some paint the face, and some the whole body . . .

Weapons they have none, nor are acquainted with them, for I showed them swords which they grasped by the blades, and cut themselves through ignorance. . . . They are all of a good size and stature, and handsomely formed. I saw some with scars of wounds upon their bodies, and [made signs to ask about these]; they answered me in the same way, that there came people from the other islands in the neighborhood who endeavored to make prisoners of them, and they defended themselves. . . . It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them. . . . I intend at my return to carry home six of them to your Highnesses, that they may learn our language.

The passage is typical in many ways of European reactions to indigenous peoples. On the one hand it expresses admiration for the people he encounters; on the other hand, Columbus immediately, and wrongly, concludes that the people “have no religion” and thinks of making them servants. It was not long before Europeans were treating indigenous peoples as servants or slaves.

Indies, “Indians,” and “New World”

Columbus believed he had sailed to the East Indies—a set of islands east of India—and so he called the indigenous people “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 predicted riches from Asia did not make their way to Europe—Europeans finally realized Columbus’s mistake, but the names he used had stuck. Europeans called these lands the “New World” because they were new to them, and they credited Columbus with having discovered them. However, the lands had been discovered by the ancestors of the indigenous peoples who lived on them. Today, we more appropriately say that Columbus happened upon or arrived in the Americas.

THE CORE LESSON

Introduce “Exploring the Americas”

Remind students that in the last Read Aloud, they heard about what life was like on the *Niña*, the *Pinta*, and the *Santa Maria*, as well as about the difficulties that Columbus and the sailors faced during the voyage.

Ask students to first describe what life was like aboard the ships, including the kinds of jobs that the sailors did each day. (*The sailors cleaned the decks, fished in the ocean, and cooked a meal a day. At night they slept on the deck because there were no beds.*)

Then ask students to describe the kind of difficulties that Columbus and the sailors faced during the voyage. (*Sometimes, there was windy or stormy weather so severe that they had to tie themselves to the ships’ rails to keep from falling into the ocean. They also had to sail for weeks and weeks, without really knowing what they would find each day or what would happen. Many sailors started to worry and wanted to go home.*)

Remind students that at the end of the last Read Aloud, they heard that after sailing on the ocean for many weeks, Columbus and the sailors found an island. Tell students to listen carefully to today’s Read Aloud to find out what Columbus and his men did next.

Big Question

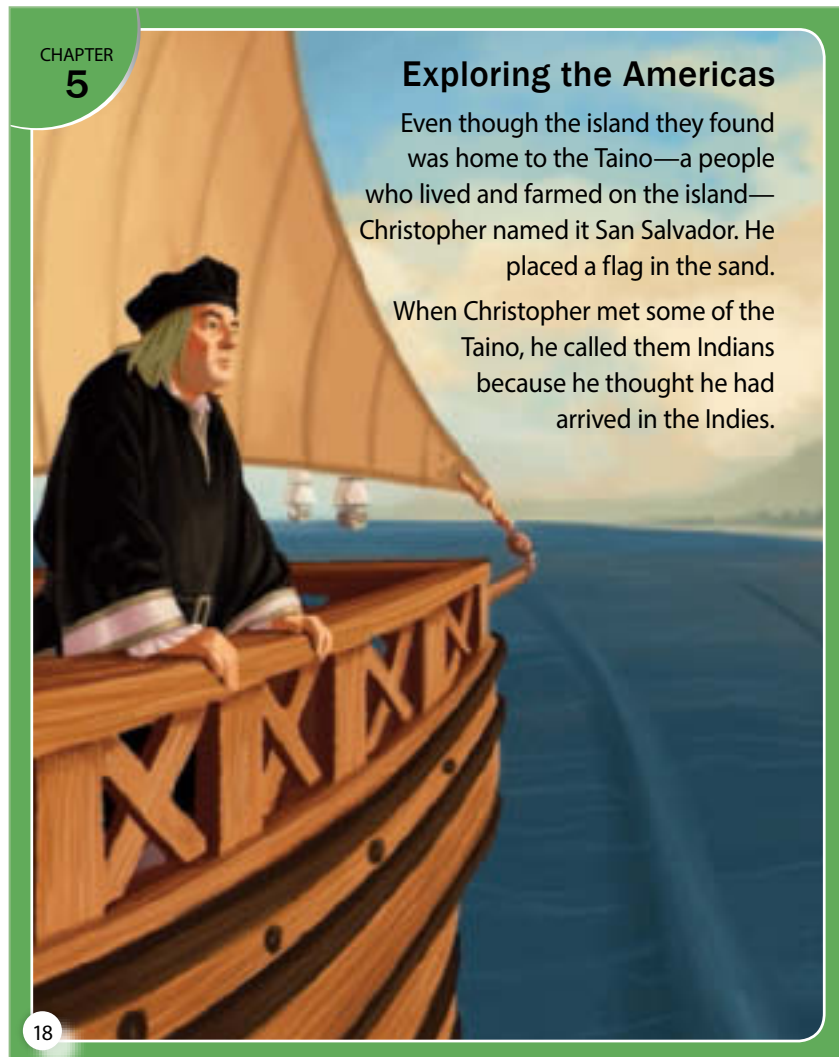
Why did Christopher mistakenly call the people he met “Indians”?

Core Vocabulary

tobacco plants hero

Chapter 5: “Exploring the Americas”

Distribute copies of the Student Book. Ask students to turn to page 18 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Exploring the Americas.”



Exploring the Americas

Even though the island they found was home to the Taino—a people who lived and farmed on the island—Christopher named it San Salvador. He placed a flag in the sand.

When Christopher met some of the Taino, he called them Indians because he thought he had arrived in the Indies.

SUPPORT—Tell students that explorers and adventurers placed flags in places that were new to them as a way to claim the land for their country. Unfortunately, Christopher did not consider the island he was visiting as the home of the people who lived there, so he did this to claim it for Spain.

Note to Teacher: *Taino* is pronounced (/tye*no/).

Ask students the following questions:

LITERAL—To whom was the island home?

» The island was home to the Taino.

LITERAL—Why did Christopher call the Taino “Indians”?

» Christopher called the Taino “Indians” because he thought he had arrived in the Indies.

Now ask students to look at the images on page 19 as you read aloud.

Christopher and his men spent a few months exploring other islands, including Cuba. The Taino lived on these islands too.



The islands had palm trees and white sand. Christopher and his men collected some gold, tobacco plants, pineapples, and wild turkeys to take back to Spain.



19

CORE VOCABULARY—Explain that **tobacco plants** are plants whose leaves are used for smoking in cigarettes and pipes. People long ago did not know that smoking can make you very sick.

Ask students the following question:

LITERAL—What did Christopher take back to King Ferdinand and Queen Isabella in Spain?

» Christopher took back gold, tobacco plants, pineapples, and wild turkeys to Spain.

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

When Christopher arrived back in Spain, he was treated as a hero. The king and queen were happy with him. They agreed to pay for more ships so that he could sail back across the ocean. Christopher made four more voyages across the ocean looking for gold, spices, and jewels.



20

CORE VOCABULARY—Explain that a **hero** is someone who has done something really brave.

Note to Teacher: Columbus was regarded as a hero by Spain at the time of his voyages. Historians have since made clear that the indigenous people he encountered were ill-treated; today, he is not regarded the way he once was. For example, in many places that once celebrated Columbus Day, that holiday has been replaced with Indigenous People's Day.

Ask students the following question:

LITERAL—How did the king and queen feel about Christopher when he arrived back in Spain?

» The king and queen were happy with Christopher when he arrived back in Spain.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did Christopher mistakenly call the people he met “Indians”?

- » Christopher thought he had reached the Indies in Asia. So, he called the people he met “Indians.” But he had not reached the Indies.

Additional Activities

“Columbus Day” Song (SL.K.2, SL.K.3)

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



Background for Teachers: Columbus Day is an important holiday for many Italian Americans, but in some states the holiday has been renamed Indigenous People’s Day in recognition of the harm that was caused to the indigenous peoples of the Americas by explorers, adventurers, and settlers from Europe. In fact, Columbus did enslave Taino people and take them back to Europe with him. Although elements of Columbus’s story are dark, his voyages do mark a great change in the history of the world.

It is important to help students understand that although Columbus’s journey provided many new discoveries for Europeans, he did not discover America. The Taino and many other native peoples lived in America already.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the “Columbus Day” song may be found:

www.coreknowledge.org/ckhg-online-resources

Use the video to teach students “Columbus Day.”


Tell them that many Americans—especially Italian Americans—enjoy remembering Columbus’s voyage and celebrating his arrival on the second Monday in October.

Point out that even though the song says that Columbus discovered America, this is not true. While people in Europe didn’t know about America before Columbus arrived, there were already many people living in America, including the Taino. Because of this, some people choose to celebrate Indigenous People’s Day instead and celebrate the people who lived in America before Columbus’s arrival.

You may wish to help students understand that Columbus’s voyage was a great achievement, but Columbus and other people from Europe brought sickness with them by accident, enslaved some indigenous people on purpose, and took land away from them. That makes Columbus Day both a happy and a sad holiday.

The Story of Columbus

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

Use the video to review the story of Christopher Columbus.

Ask students: How is the video, *Christopher Columbus—My First Biography Read Aloud*, different from the story that you heard in our Read Alouds?

- » *Christopher Columbus—My First Biography Read Aloud* does not mention Columbus's return to Spain or his subsequent trips to the Americas.

CHAPTER 6

The Pilgrims Search for a New Home

Primary Focus Objectives

- ✓ Identify who visited the Americas first—the Pilgrims or Christopher Columbus. (SL.K.2)
- ✓ Explain who the Pilgrims were and why they left their homes in England to search for a new home. (SL.K.2)
- ✓ Identify the name of the ship on which the Pilgrims sailed. (RI.K.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *board*, *Pilgrims*, *worship*, *axes*, *saws*, *dried meat*, and *hammocks*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.2

- globe
- individual student copies of *Exploring and Moving to America* Student Book
- teacher and individual student copies of World Map (AP 1.2)

What Teachers Need to Know

The *Mayflower*, like Columbus's ships 128 years earlier, was a tiny wooden vessel with canvas sails. The *Mayflower* met heavy winds and stormy seas. It was blown off course, and instead of landing at Jamestown in what would become Virginia, the ship landed much farther north in what would one day become the state of Massachusetts.

The *Mayflower's* passengers were Pilgrims. After the Protestant Reformation in Europe in the 1500s, the population of a country was expected to practice the religion approved by their government. To do otherwise meant to risk fines, imprisonment, and even death.

In England, King Henry VIII had founded the Church of England, also known as the Anglican Church, in protest against the Roman Catholic Church's refusal to allow him to divorce his wife, Catherine of Aragon. All English subjects were then expected to become Anglicans. A small group of English people did not think that the Church of England had gone far enough in removing Roman Catholic practices. These people called themselves Puritans, after their wish to purify the Church of England. Some Puritans went so far as to separate themselves from the Church of England and to form their own church. These people were called Separatists and became the Pilgrims, a word that means "travelers for religious reasons," who would settle in New England.

In 1608, a group of Puritan Separatists left England for Holland, where they could practice their new religion without fear of reprisals. However, by 1618–1619, they found that their children were speaking Dutch and learning Dutch ways of life rather than English ones. Some Pilgrims decided to leave Holland and find a new life for themselves and their children near Jamestown in the Virginia Colony.

THE CORE LESSON

Introduce “The Pilgrims Search for a New Home”

Ask students to name the adventurer about whom they have been learning in the Read Alouds so far. (*Christopher Columbus*) Explain that when he went back to Europe, Columbus told people about what he had seen. These people told their friends. Thus, many people in Europe began to learn about this strange land far away.

About two hundred years after Columbus explored the Americas, some families who lived in England, which is another country in Europe, decided to move to America. The next several Read Alouds that you hear will be about these people—who we call the Pilgrims—and why they decided to leave England to come to America.

Big Question

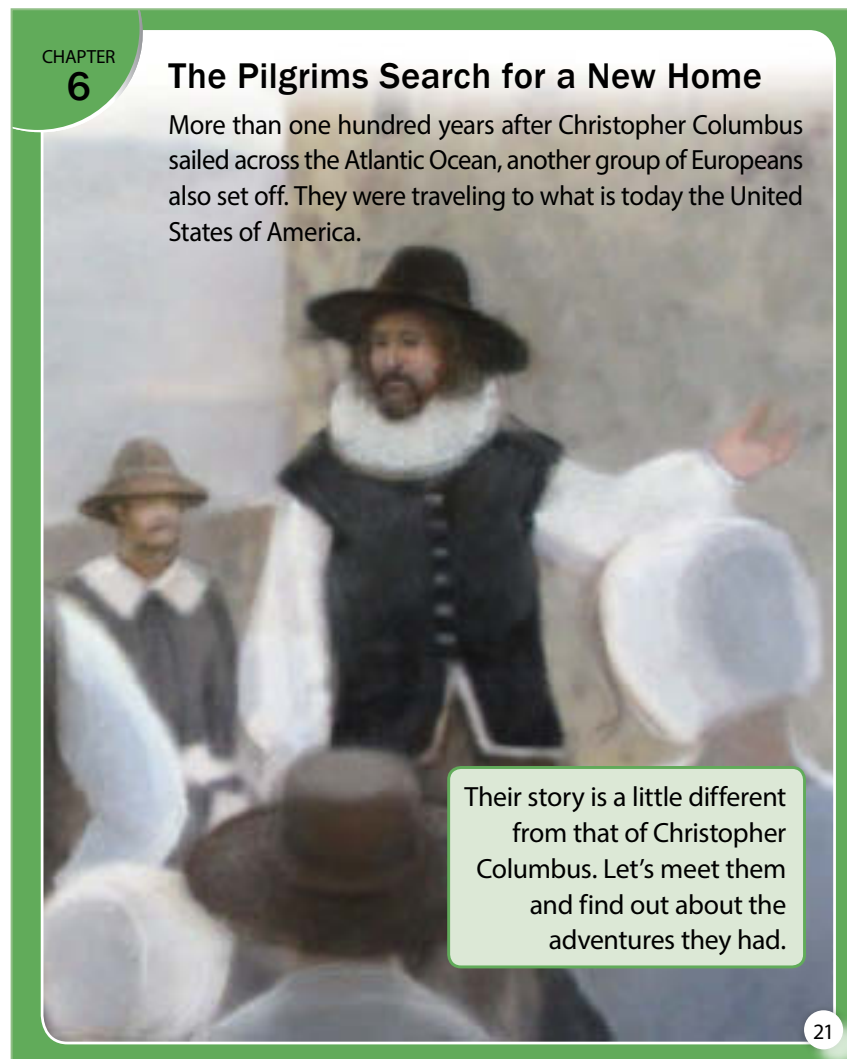
Why did the Pilgrims go to America?

Core Vocabulary

board Pilgrims worship axes saws dried meat hammocks

Chapter 6: “The Pilgrims Search for a New Home”

Distribute copies of the Student Book. Ask students to turn to page 21 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Pilgrims Search for a New Home.”



Ask students the following questions:

LITERAL—How long after Christopher Columbus sailed did another group of Europeans set off?

» Another group of Europeans set off more than one hundred years after Christopher Columbus.

INFERENTIAL—Who sailed across the Atlantic Ocean first—the Pilgrims or Columbus?

» Columbus sailed across the Atlantic Ocean before the Pilgrims.

Note to Teacher: Explain that when different groups of Europeans first sailed across the Atlantic Ocean, they called the lands to which they were sailing the “New World.” Clarify that even though indigenous peoples were already living in these places, the area and the people were “new” to the Europeans.

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

Elizabeth stood with her parents ready to board a ship named the *Mayflower*. Elizabeth and her family were leaving Plymouth, England, to sail to America. Elizabeth, her parents, and friends were known as Pilgrims.



The Pilgrims were making this voyage so that they could live in a place where they could worship God in their own way.

22

CORE VOCABULARY—Explain that to **board** means to get on a ship or an airplane.

CORE VOCABULARY—Explain that **Pilgrims**—with a capital *P*—is the name used for the people who sailed on the *Mayflower*. When pilgrim is written with a lowercase *p*, it refers to someone who makes a journey or trip for religious reasons or because of what they believe.

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

SUPPORT—Help students understand that unlike today in the United States, where people can choose where, how, and if they worship, in England during the time the Pilgrims lived, everyone was expected to worship in the church that was controlled by the queen or king. It was against the law to speak out against the Church of England. Some of the Pilgrims left England because otherwise they would have been placed in jail for refusing to attend the Church of England.

Activity Page



AP 1.2



SUPPORT—Help students find the approximate location of England/Europe on the World Map (AP 1.2). Then have students use their fingers to trace a path across the Atlantic Ocean from England to North America. Show students the path from England to North America on the globe. Explain that the path is similar to the one that Elizabeth and her family take in the Student Book.

Ask students the following questions:

LITERAL—What was the name of the ship Elizabeth and her parents sailed on?

» The name of the ship Elizabeth and her parents sailed on was the *Mayflower*.

LITERAL—What was the group that sailed on the *Mayflower* called?

» The group was called the Pilgrims.

LITERAL—Why did the Pilgrims make this long and dangerous voyage?

» They made a long and dangerous voyage so they could live in a place where they could worship and pray to God in their own way.

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

The *Mayflower* had been loaded with things the Pilgrims would need for the voyage, and for when they arrived. There were axes and saws for building homes, hooks and lines for fishing, seeds for their gardens, and warm clothes for the winter. There were also barrels of water, dried meat, vegetables, biscuits, and cheese.



23

CORE VOCABULARY—Explain that **axes** are sharp metal tools on long wooden handles that are used for chopping trees.

SUPPORT—Students in Core Knowledge schools may recall learning about hatchets in the unit *Native Americans*. Explain that an axe is a large hatchet.

CORE VOCABULARY—Explain that **saws** are long, sharp metal tools that are used to cut wood.

CORE VOCABULARY—Explain that **dried meat** is meat that is prepared so that it does not spoil easily. There were no refrigerators in Pilgrim times!

SUPPORT—Help students understand that although Columbus had traveled to America over a hundred years before, there were very few European people living where the Pilgrims were headed—and none at all where they ended up. The Pilgrims planned to build a village from the ground up, and they knew that supplies from England would arrive only very rarely and that they would have to depend on what they grew, hunted, and fished for food. Most of them had not been farmers before, so this was a big change.

Ask students the following questions:

LITERAL—What types of things did the Pilgrims bring with them?

- » The Pilgrims brought axes and saws, hooks and lines, seeds, warm clothes, barrels of water, dried meat, vegetables, biscuits, and cheese.

INFERENTIAL—Why do you think the Pilgrims had to bring so many things?

- » They were moving to a new home in a place where they couldn't buy food and other things they needed. They would even need to build their own homes.

Now ask students to look at the images on page 24 as you read aloud.

As the *Mayflower* sailed away, leaving England behind, Elizabeth began to explore the ship. The first thing she noticed was that it was crowded. Below deck was dark and stuffy.



In the darkness she saw that there were hammocks for people to sleep in. Even though the voyage would be long and dangerous, Elizabeth was excited!



CORE VOCABULARY—Explain that **hammocks** are hanging beds made of cloth or netting. **Point out the hammocks in the bottom image on page 24.**

SUPPORT—Space on the *Mayflower* was extremely limited, so many choices had to be made about what to bring and what to leave behind. A lively discussion can be started by asking students which one book or toy they might bring with them if they were in the same situation as Elizabeth.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did the Pilgrims go to America?

- » The Pilgrims sailed across the Atlantic looking for a new place to live where they could worship and pray to God as they wanted. They were unhappy where they had been living.

Additional Activities

A Trip on the *Mayflower* (SL.K.2)

Activity Page



AP 6.1

Materials Needed: sufficient copies of A Trip on the *Mayflower* (AP 6.1), scissors, glue sticks



Background for Teachers: It can be challenging for young students to distinguish today's tools and household goods from the tools and household goods of long ago. Students may need a reminder that the Pilgrims lived in a time before electricity, plastic, and television. Even in the Pilgrims' time, choices had to be made about what to bring because there was very little space on the ship, and they had to bring absolutely everything they needed to start a new life.

Distribute scissors, glue sticks, and activity pages. Look at the items on the second page of AP 6.1. Invite students to identify each picture. Help students cut out the images from the page.

Remind students that the Pilgrims lived long ago. They did not have some of the things we do—especially things that use electricity. Invite students to identify technology that had not been invented in the time of the Pilgrims.

Ask: Which of these things would have been very useful to the Pilgrims?

- » axe, saw, fishing pole with hook, cheese, hat and coat

Ask: Which things on this page are not things from long ago, but things we have today?

- » TV, telephone, refrigerator

Have students sort the cut-out images into two piles: things useful to the Pilgrims and things that are from today. Then guide students to glue items on the trunk that would have been useful to the Pilgrims.

As students paste their pictures, circulate around the room to help them understand some ways in which life was different long ago.

CHAPTER 7

On Board the *Mayflower*

Primary Focus Objectives

- ✓ Describe what the voyage on board the *Mayflower* was like for the Pilgrims at the start of the trip and then after the weather changed. (SL.K.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *sails*, *leaked*, and *crow's nest*. (L.K.4, L.K.5)

Materials Needed

- individual student copies of *Exploring and Moving to America* Student Book

What Teachers Need to Know

Thirty-five Pilgrims, plus forty-seven other English people who wanted to start new lives, set sail from England on the *Mayflower* in September 1620. Before that time, some travelers had experienced trouble with *Speedwell*, the ship that was meant to make the journey with the *Mayflower*. Since everyone couldn't fit on one ship, some people stayed behind. Those that went on had already been living on the ship for a month and a half before they left Plymouth. On the journey, they spent sixty-five days at sea and, after a difficult voyage, landed not in what they thought would be mild and sunny Virginia, but much farther north in the much colder and snowier climate of Plymouth, Massachusetts.

THE CORE LESSON

Introduce “On Board the *Mayflower*”

Remind students that in the last Read Aloud they heard, they learned that Elizabeth, her family, and other people known as the Pilgrims had decided to leave their home in England to sail to America to search for a new home. Ask students to explain why the Pilgrims decided to search for a new home. (*They wanted to live in a place where they could practice their religion and worship God as they wanted.*)

Ask students to listen carefully to today's Read Aloud to find out what the voyage to America was like on the *Mayflower*. You may also want to encourage students, prior to hearing the Read Aloud, to predict what they think the Pilgrims' voyage was like, based on what they have learned about Columbus's voyage more than one hundred years earlier.

Big Question

What was life like on the *Mayflower*?

Core Vocabulary

sails leaked crow's nest

Chapter 7: "On Board the *Mayflower*"

Distribute copies of the Student Book. Ask students to turn to page 25 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is "On Board the *Mayflower*."



On Board the *Mayflower*

Elizabeth spent much of her time exploring the ship. She watched as sailors pulled on ropes to raise large, cloth sails. When the sails puffed out in the wind, the ship moved faster over the waves.

CORE VOCABULARY—Explain that **sails** are huge pieces of cloth that catch the wind on a ship like the *Mayflower* so that it is able to move and travel on the ocean waters. Remind students that ships during this time did not have motors or engines.

SUPPORT—Point out the sail in the image on page 25, and explain that the sailor on the left is working to raise or lower the sail, using the ropes. Explain that in the Pilgrims' time, ships were powered by the wind. Sailors climbed rope ladders to raise and lower the sails. They raised the sails when they wanted to try to catch the wind to make the ship move quickly. They lowered the sails when they wanted the ship to slow down or stop. Suggest that students turn back to the image on page 23 of the Student Book so that they can see the sails when they are fully raised.

Ask students the following question:

LITERAL—How were ships such as the *Mayflower* able to move or travel across the ocean waters?

- » Sailors raised or pulled open the sails on a ship. When the sails puffed out in the wind, the ship moved across the ocean waters.

Now ask students to look at the image on page 26 as you read aloud.



Soon the weather changed, and strong winds began to blow. Giant waves crashed against the ship, and rain leaked below deck, soaking the travelers' clothes and beds. The *Mayflower* tossed from side to side. The Pilgrims were afraid that the ship would sink. Elizabeth was no longer excited to be sailing to their new home.

26

CORE VOCABULARY—Explain that **leaked** means “got through a hole or opening.” In this case, rain from outside got through the top deck of the ship and down to where the Pilgrims were staying.

Ask students the following questions:

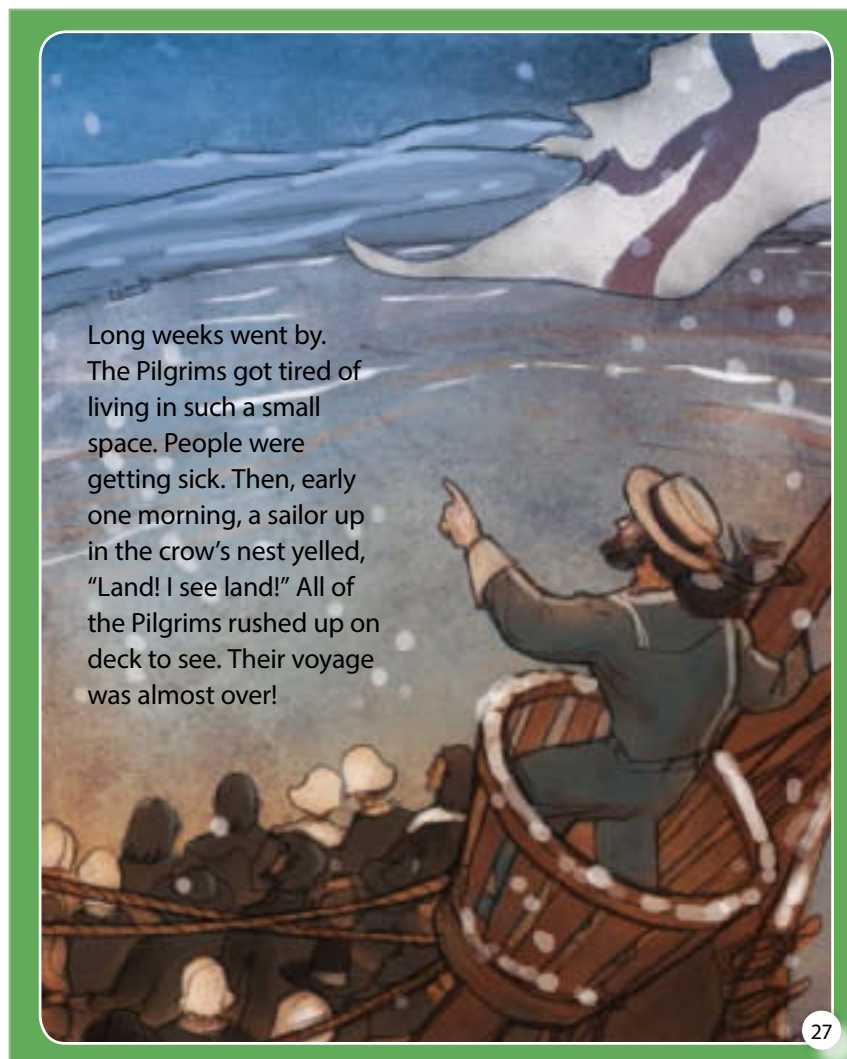
LITERAL—What happened after the Pilgrims had been at sea for a while?

- » After the Pilgrims had been at sea for a while, the weather changed, the wind blew, waves crashed against the ship, and the rain leaked below deck.

INFERENTIAL—How did Elizabeth's feelings change, and why?

- » Elizabeth was no longer excited about sailing to their new home. She was probably afraid the ship might sink. If the ship did sink, all of the passengers would find themselves in the ocean waters with no one to help them.

Ask students to look at the image on page 27 as you read aloud.



SUPPORT—Explain that there were multiple, different reasons that people on the *Mayflower* were sick. Some may have become sick from the violent movement of the ship during the storms; others likely became sick because they were not eating healthy food aboard the ship, that is, they were not getting the kind of vitamins that people need and get when they eat healthy food. The fact that the *Mayflower* was small with people crowded and living close together also made it likely that when one person became sick, others also caught the same illness.

CORE VOCABULARY—Explain that a **crow's nest** is a walled platform, shaped like a barrel or bucket, high up on a ship's mast (a long pole that rises from the ship's deck). The crow's nest allows a sailor to see farther away than it is possible to see from the deck of the ship. Point out the crow's nest in the image on page 27.

Ask students the following questions:

LITERAL—How did the Pilgrims feel after they had been traveling a long time?

- » The Pilgrims were getting sick, and they were tired of living in such a small space.

LITERAL—Why did the Pilgrims rush up on deck when a sailor yelled that he had seen land?

- » They wanted to see land themselves because it would mean that their long voyage was almost over.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was life like on the *Mayflower*?

- » Life was difficult and scary on the *Mayflower*. There was a big storm, and people thought the ship would sink. Their blankets and clothes got wet and cold. They got sick, and everyone was tired of living in a small space.

Additional Activities



Mayflower Virtual Field Trip (SL.K.2)

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



Background for Teachers: *Mayflower II* is a 1950s reproduction of a sailing ship from the 1600s. It is part of Plimoth Plantation, a living history museum where historical interpreters take on the characters of the Pilgrims, who arrived there in 1620.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Mayflower* Virtual Field Trip may be found:

www.coreknowledge.org/ckhg-online-resources

This virtual field trip of *Mayflower II*, built in the 1950s, includes information about the ship and passengers on the original *Mayflower*, including historical interpreters from Plimoth Plantation, a living history museum. In its entirety, the video runs nearly twenty minutes. Because of its length, you might choose to show only a part of the video to students. The portion from 13:48–17:58 shows what life was like belowdecks on the ship.

CHAPTER 8

The Pilgrims Work Hard to Survive

Primary Focus Objectives

- ✓ Identify the name that the Pilgrims gave to the area where they landed in North America. (SL.K.2)
- ✓ Describe the difficulties that the Pilgrims faced during their first winter in North America. (SL.K.2)
- ✓ Identify the Native American who helped the Pilgrims, and describe how he helped them. (SL.K.2)
- ✓ Describe what the Pilgrims did to celebrate their success in growing crops for food. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *survive*, *settle*, *crops*, *harvest*, and *feast*. (L.K.4, L.K.5)

Materials Needed

- individual student copies of *Exploring and Moving to America* Student Book

What Teachers Need to Know

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 started their journey. Weakened by the journey, with no way to plant and grow food in the winter and only temporary shelter, almost half the colonists died that first winter. In the spring of 1621, the Wampanoag tribe under Chief Massasoit came to the aid of the Pilgrims. A Native American named Squanto taught them how to raise corn, beans, squash, and pumpkins; how to fertilize the crops by putting a piece of fish in each hole; and how to know which wild plants were safe to gather and eat.

The Pilgrims learned quickly. Their harvest that fall was very good, so they set aside a day to give thanks to God. After that, each year at the end of the harvest the Pilgrims celebrated a day of thanksgiving. Today, we associate pumpkins and turkeys with Thanksgiving, in part because both

foods were important to the Pilgrims. The Pilgrims hunted for wild turkeys. They made pumpkin bread and pumpkin puddings and stuffed pumpkins. Indeed, pumpkins were so important to the Pilgrims that one legend claims that a Pilgrim complained in verse, “We have pumpkin at morning and pumpkin at noon; / If it was not for pumpkin we should be undone [undone].” 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 Work Hard to Survive”

Remind students that at the end of the last Read Aloud, they learned that after a long and difficult voyage, the sailors and passengers on the *Mayflower* finally saw land. Ask students to predict what they think will happen next, now that the Pilgrims have finally arrived in America. What will the Pilgrims need to do in order to live in America? What will they need in order to stay alive?

Big Question

What holiday do we still celebrate today that is similar to the Pilgrims’ celebration?

Core Vocabulary

survive settle crops harvest feast

Chapter 8: “The Pilgrims Work Hard to Survive”


Distribute copies of the Student Book. Ask students to turn to page 28 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Pilgrims Work Hard to Survive.”

CORE VOCABULARY—Tell students that the word **survive** means to stay alive. This Read Aloud will be about how hard the Pilgrims had to work to stay alive.

CHAPTER
8

The Pilgrims Work Hard to Survive

Some of the Pilgrims set off first to find a good place to settle. They finally chose a place they called Plymouth, after the town they had left behind.



Elizabeth couldn't help but wonder if there would be strange creatures in the forests. Would the Wampanoag and other Native Americans welcome them?

28

CORE VOCABULARY—Explain that to **settle** is to make a home and live in a new place.

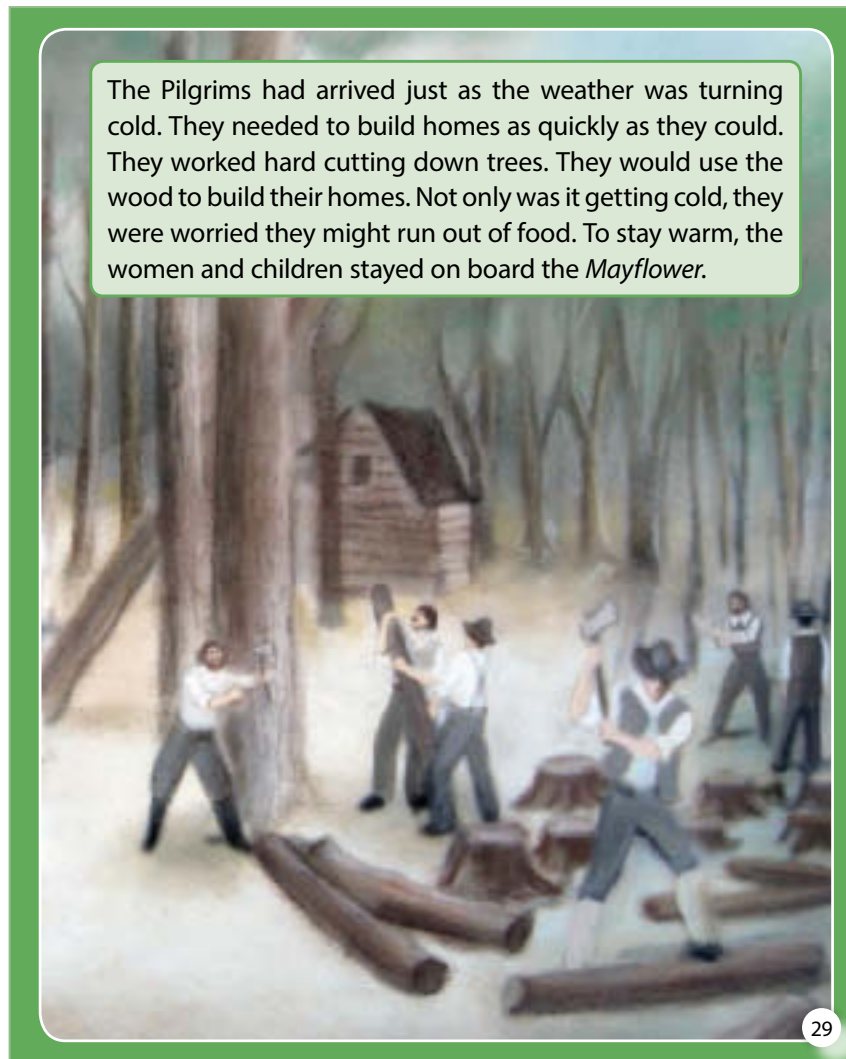
Note to Teacher: *Wampanoag* is pronounced (/wahn*peh*nawg/) or (/wahn*peh*no*ag/).

Ask students the following question:

LITERAL— What did the Pilgrims name the place where they decided to live?

- » The Pilgrims named the place where they settled Plymouth, after the town they had left behind.

Now ask students to look at the image on page 29 as you read aloud.



Direct students to look at the image on the page. Invite volunteers to describe what is happening in the image. (*Pilgrim men are chopping down trees and chopping up logs.*) Point out the tool that many of the men are holding. Ask students to name the tool. (*an axe*)

Ask students the following questions:

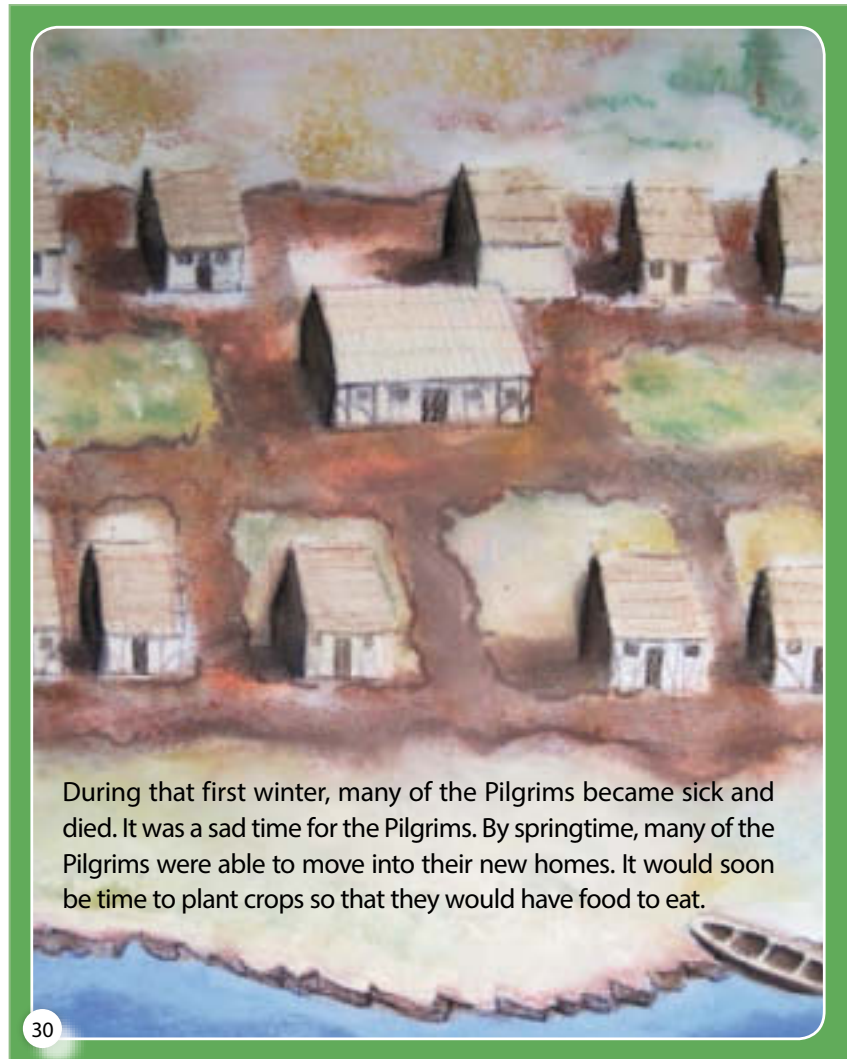
LITERAL—What was the weather like when the Pilgrims arrived?

» When the Pilgrims arrived, the weather was turning cold.

LITERAL—Why did the Pilgrims need to build homes quickly?

» The Pilgrims needed to build homes quickly so that they had a warm shelter from the cold weather.

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



30

CORE VOCABULARY—Explain that **crops** are plants that are grown in large amounts. Crops are cared for and picked to eat as food.

Now ask students to look at the images on page 31 as you read aloud.

Then one day, a man came to visit the Pilgrims. His name was Squanto, and he was a Native American. Squanto could speak English. Even though the Pilgrims had settled on Native American land, Squanto helped them plant crops, such as beans, corn, pumpkins, and other vegetables.



Thanks to Squanto, the crops grew well. Soon it was time to harvest them, and to celebrate.

31

Note to Teacher: Squanto could speak English because he had had previous contact with Europeans. English explorer Thomas Hunt had captured Squanto and others and had brought them to Spain, where he had sold them into slavery. Squanto eventually made his way back to Cape Cod. He found that his people, the Patuxet, had died of disease while he was away. He then went to live with the Wampanoag.

CORE VOCABULARY—Explain that to **harvest** is to gather or collect something that has been planted. Crops are harvested when they finish growing at the end of the season and are ready to be eaten.

Ask students the following questions:

LITERAL—Who came to visit the Pilgrims?

» A Native American named Squanto came to visit the Pilgrims.

LITERAL—How did Squanto help the Pilgrims?

» Squanto helped the Pilgrims plant crops such as beans, corn, pumpkins, and other vegetables.

Ask students to look at the image on page 32 as you read aloud.

The Pilgrims decided to have a feast of thanksgiving. They invited their Native American friends. At the feast, people ate deer, turkey, corn, beans, pumpkins, and freshly baked bread. They gave thanks for the food they had to eat. Then everyone enjoyed an afternoon of fun and games.



32

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 considered 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—Students in Core Knowledge schools may remember from their study of Native Americans that giving thanks to nature for the food it provides is a Native American tradition.

Ask students the following question:

LITERAL—Whom did the Pilgrims invite to share their feast of thanksgiving?

» The Pilgrims invited their Native American friends to share their feast.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What holiday do we still celebrate today that is similar to the Pilgrims' celebration?

- » After the Pilgrims were successful in growing and harvesting crops, they had a feast to celebrate and give thanks. Americans still celebrate the holiday of Thanksgiving in November, often by inviting family and friends to share a feast with them to give thanks.

Additional Activities



Thanksgiving Pictures (RI.K.2)

Materials Needed: crayons, markers, or colored pencils; drawing paper



Background for Teachers The stories of Squanto helping the Pilgrims plant corn and other crops and of the first Thanksgiving are loved by many Americans. Squanto's full name was Tisquantum, and his story was a sad one. Taken to Spain and sold by English explorer Thomas Hunt, he made his way back to Cape Cod to try to find his people, the Patuxet, only to find that they had died of disease while he was in Europe. His ability to speak English and his agricultural knowledge helped the Pilgrims in their early days. Maize (or corn) is a crop that is native to the Americas, and the Pilgrims had not grown or eaten it before coming to America. It became a staple of their diet.

The Thanksgiving holiday as we know it is relatively recent, begun in the 1800s. For the Pilgrims, a day of thanksgiving was a movable holiday that the governor might declare for any momentous occasion, not a yearly celebration of the harvest.

Invite students to share details they remember about how Squanto helped the Pilgrims plant crops and/or about how the Pilgrims celebrated their first Thanksgiving. Then have them draw pictures of one of the stories.

The First Thanksgiving (SL.K.2)

Activity Page

Materials Needed: sufficient copies of The First Thanksgiving (AP 8.1); crayons, colored pencils, or markers



AP 8.1

Distribute copies of The First Thanksgiving (AP 8.1) for students to color. Remind students that the Pilgrims did not have the same foods that we have.

Ask: Which foods do you know the Pilgrims had?

- » The Pilgrims ate corn, turkey, beans, and pumpkins.


Ask: Which foods do you think they probably did not eat?

- » The Pilgrims probably didn't eat ice cream, spaghetti and meatballs, and hot dogs.

Tell students to color in only the foods on the page that the Pilgrims had.

Pilgrim Life (SL.K.2)

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

 **Background for Teachers:** This six-minute video shows students the types of chores, play, and meals that Pilgrim children participated in by following one Pilgrim family through the day. You may wish to watch the video before sharing it with the class to familiarize yourself with the content.

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


Before playing the video, ask students to predict what Pilgrim children did in a day. List student responses on the board or chart paper.

Show the video *Pilgrim Life with Scholastic News* (6:02). Encourage students to watch to see which of their predictions were accurate.

After the video, invite students to share what surprised them and to compare how they spend their day with how the Pilgrim children spent theirs.

The History of Thanksgiving

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

 **Background for Teachers:** In addition to reviewing information about the Pilgrims' voyage, first year, and Thanksgiving celebration, this six-minute video shares some history of the national holiday and our modern Thanksgiving traditions. This is a great way to review the Pilgrim chapters with your class.

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

Show students the video *Thanksgiving for Kids: The History of the First Thanksgiving* (6:00).

Use the following questions to guide discussion:

- How is Thanksgiving celebrated today?
 - » Today, Thanksgiving is celebrated with time off from work or school, a feast, football, and sometimes a religious observance.
- Has Thanksgiving always been a holiday in the United States?
 - » No, Thanksgiving did not become a holiday in the United States until Abraham Lincoln made it a holiday.
- Today, turkey is the traditional meat to eat at Thanksgiving. According to the video, what meats were eaten at the first Thanksgiving?
 - » Venison—or deer meat—and fish were eaten at the first Thanksgiving.
- What happened at the first Thanksgiving?
 - » At the first Thanksgiving, people danced and sang and played games.

American Independence

Primary Focus Objectives

- ✓ Explain why the people from England who came to live in America became angry with King George III of England. (SL.K.2)
- ✓ Explain what the Americans told King George III of England in the Declaration of Independence. (SL.K.2)
- ✓ Explain why July 4, Independence Day, is called America's birthday. (SL.K.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *settlers, laws, king, parliament, protested, and independence.* (L.K.4, L.K.5)

Materials Needed

- individual student copies of *Exploring and Moving to America* Student Book

What Teachers Need to Know

By 1776, there were thirteen colonies—and there were more than two million people living in these colonies. They provided vast amounts of money through trade and taxes to their home country. Since 1764, the British government had passed a series of laws restricting what the colonists could manufacture, what they could sell, and what they must buy from British manufacturers.

In addition, Parliament had passed laws taxing the colonists without the consent of the local colonial legislatures. Parliament believed that it spoke for the colonists, as well as for those who lived in Great Britain. The colonists believed that only their own colonial legislatures could tax them. No longer willing to live under laws they did not make themselves, the colonists rebelled.

Fighting between colonists and British soldiers began at Lexington and Concord on April 19, 1775, but it was not until July 4, 1776, that the Continental Congress approved the Declaration of Independence, declaring the thirteen colonies to be a new nation, free and independent of the king and Parliament. The Americans established a government in which the people would rule in place of the king. The name for this kind of government is *democracy*, a Greek word meaning “rule by the people.”

THE CORE LESSON

Introduce “American Independence”

Remind students that in the last Read Aloud, they learned how difficult it was for the Pilgrims when they first arrived in America. Ask students to identify the Native American who helped the Pilgrims (Squanto) and how he helped them. (*He taught them how to plant crops so that they had enough food.*)

Also remind students that the Pilgrims were so grateful to Squanto and the other Native Americans that they celebrated and had a feast together. Ask students to identify what holiday we continue to celebrate today that reminds us of the Pilgrims and Native Americans’ feast together. (*Thanksgiving*)

Tell students that in today’s Read Aloud, they will learn about how another important holiday, the Fourth of July, first started. Ask students to share what they may already know about the Fourth of July.

Big Question

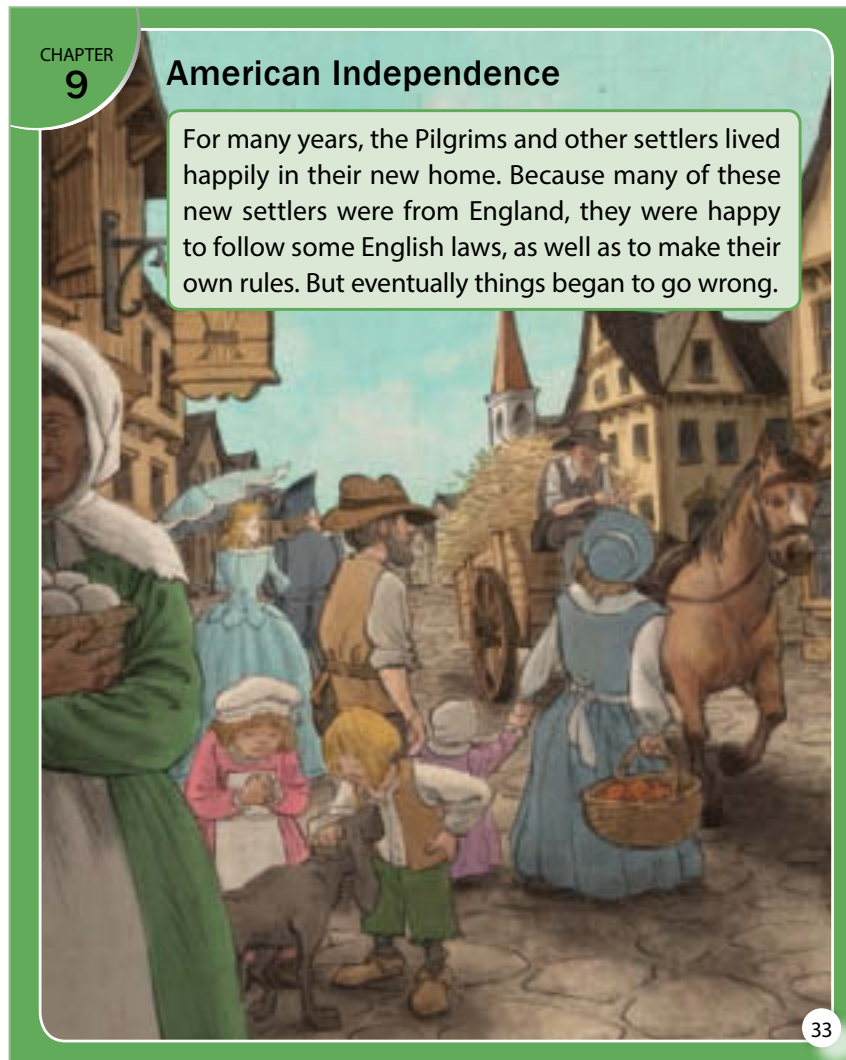
Why is July 4 celebrated as America’s birthday?

Core Vocabulary

settlers laws king parliament protested independence

Chapter 9: “American Independence”

Distribute copies of the Student Book. Ask students to turn to page 33 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “American Independence.”



CORE VOCABULARY—Remind students that in the last Read Aloud, they learned that the word *settle* means to make a home and live in in a new place. Explain that **settlers** are the people who move to live in a new place.

CORE VOCABULARY—Explain that **laws** are rules made by the government of a country, state, or city.

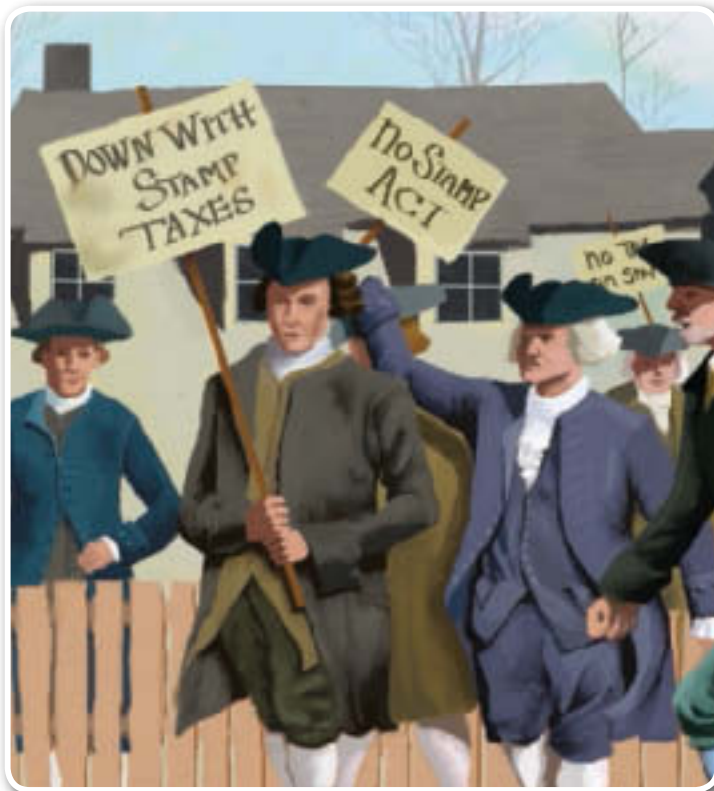
Ask students the following question:

LITERAL—What laws did the settlers in America follow?

» The settlers in America followed some English laws.

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

When King George III and his parliament in England passed new laws that seemed very unfair, the settlers became angry. Some people protested. American leaders decided to hold a meeting to decide what to do next.



34

CORE VOCABULARY—Explain that a **king** is the male ruler of a country.

CORE VOCABULARY—Explain that a **parliament** is a group of people who make laws.

CORE VOCABULARY—Explain that **protested** means “showed strong disagreement or disapproval.” The men in the image on page 34 are people who got together and protested—or showed disapproval—of the Stamp Act, a law passed by the king and his parliament.

Ask students the following question:

LITERAL—Why were the settlers angry with the king and his parliament?

- » The settlers were angry because the new laws passed by the king and his parliament seemed very unfair.

Ask students to look at the image on page 35 as you read aloud.

The American leaders wrote a long letter to King George III explaining why they felt he and his parliament were being unfair. The letter was called the Declaration of Independence. The letter explained that the Americans wanted to make many of their own laws. They did not want to follow all of the laws made by the king.



35

CORE VOCABULARY—Explain that having **independence** means that you can make your own choices without anyone else controlling you.

Ask students the following questions:

LITERAL—What was the name of the letter the American leaders sent to King George III?

» The name of the letter the leaders sent was the Declaration of Independence.

LITERAL—What did the letter say?

» The letter said that Americans wanted to make many of their own laws and that they did not want to follow all of King George III's laws.

Now ask students to look at the image on page 36 as you read aloud.

King George III did not agree with the Declaration of Independence, and he sent his army to fight the Americans. The Americans had a great leader named George Washington. He helped America defeat King George's army.



Today we celebrate America's birthday on July 4, the day the Declaration of Independence was signed.

36

Ask students the following questions:

LITERAL—What did King George III do when he received the Declaration of Independence?

- » After he received the Declaration of Independence, King George III sent his army to fight the Americans.

EVALUATIVE—Why do you think King George III wanted his army to fight the Americans?

- » Possible response: King George III wanted his army to fight the Americans because he wanted to keep his control over them.

LITERAL—Which great leader helped the Americans fight and defeat King George's army?

- » George Washington was the great leader who helped the Americans fight and defeat King George's army.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why is July 4 celebrated as America's birthday?

- » July 4 is the date when the Declaration of Independence was signed. In the Declaration of Independence, the Americans said that the laws made by King George III and his parliament were unfair. The Americans wanted to make their own laws and rule themselves rather than to be ruled by a faraway king. So, July 4 is when our country, America, was started or was "born."

CHAPTER 10

Taken to America

Primary Focus Objectives

- ✓ Understand why enslaved people were brought to America. (SL.K.2)
- ✓ Describe what life was like for the enslaved people who were forced to come to America. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Africa*, *enslaved*, *rights*, *enslaved workers*, and *slavery*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.2

- globe
- individual student copies of *Exploring and Moving to America* Student Book
- individual student copies of World Map (AP 1.2)

What Teachers Need to Know

While the Declaration of Independence says that “all men are created equal,” not all men—or women—were free in colonial America. Africans were first enslaved and brought to the Americas in the early 1500s by the Spanish to work on sugar plantations in the Caribbean. Slavery, however, was not new to the Americas—or to Europe. Ancient Greeks and Romans held slaves, as did people in the even earlier kingdoms and empires of the Middle East and Africa. Some indigenous peoples, including the Aztec, also practiced slavery. The sale of humans was part of the commercial network that bound the Middle East to East Africa when Columbus first explored the Americas.

The first Africans in the English colonies on the mainland arrived at Jamestown in 1619. Some historians think that the 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 English colonists were starting, and the captured Africans seemed to promise a steady supply of labor.

In the 1700s, importing Africans as slaves for the Southern Colonies became big business for merchants and sea captains. Slavery was less important in the Middle Colonies, where most farms were small and worked by families. However, there were some slaves on farms and in cities, where they worked in houses and as skilled artisans and craftspeople.

It was important for all the colonies to unite in their opposition to Great Britain. Those who debated whether to declare independence knew the importance of having all the colonies support the move; an enemy at their borders would be dangerous. The representatives from New England and the Middle Colonies did not press the Southern Colonies to end slavery. When the Declaration of Independence was written, it was neither stated nor assumed that it covered enslaved African men, women, and children.

Note to Teacher: This lesson addresses the presence of slavery in American history. Discussing slavery with younger students is a very 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 its cruelty while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane and sad practices of slavery without overly graphic depictions.

Please also note that 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*.

THE CORE LESSON

Introduce “Taken to America”

Tell students that the Pilgrims they have heard about were people who wanted to come to America. Explain that in this Read Aloud, they will learn about a very sad, but true story of people who did not want to come to America but who were forced to. These people were taken from their homes in Africa to work in America without being paid.

Big Question

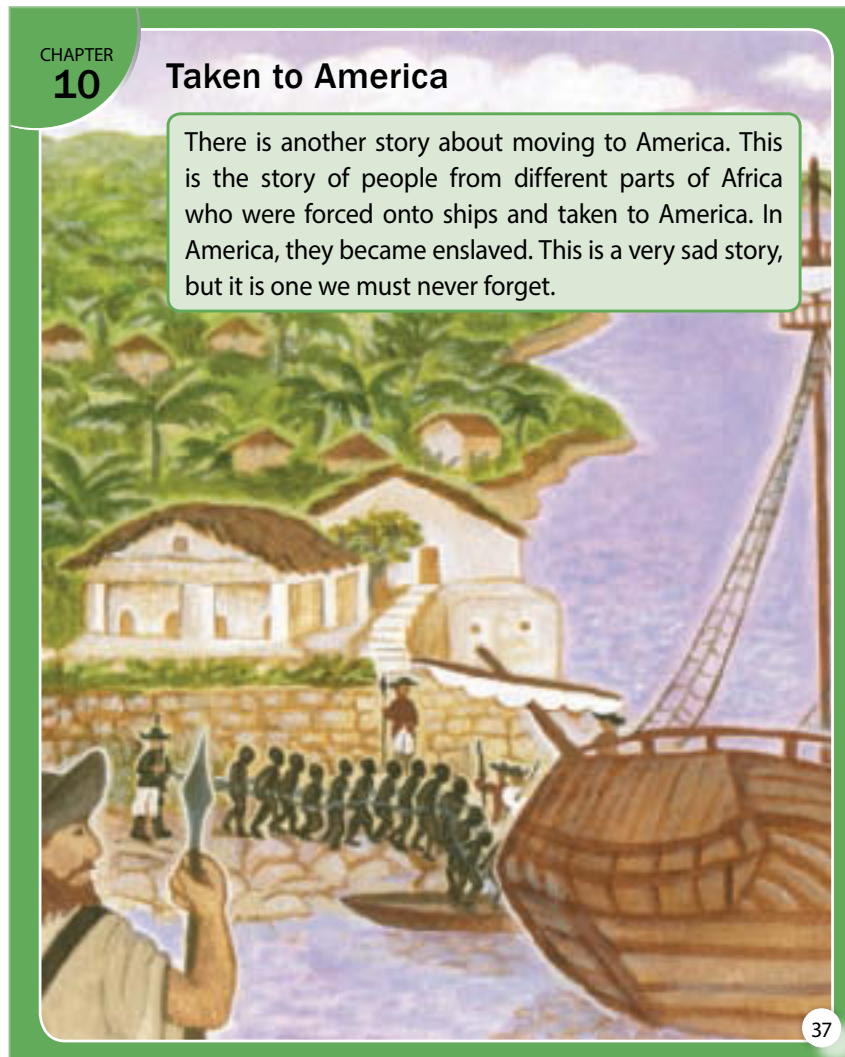
Did people from other places come to America for the same reasons?

Core Vocabulary

Africa enslaved rights enslaved workers slavery

Chapter 10: “Taken to America”

Distribute copies of the Student Book. Ask students to turn to page 37 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Taken to America.”



CORE VOCABULARY—Explain that **Africa** is one of the seven continents.

Activity Page



AP 1.2



SUPPORT—Have students point to **Africa on their World Map (AP 1.2)**. Ask them to trace a path across the Atlantic Ocean from Africa to North America. You can also trace the path across the globe. Explain that the Africans who were brought to America were forced to make that entire journey.

CORE VOCABULARY—Explain that to be **enslaved** means to be forced to work for others without being paid or having any freedom.

Ask students the following questions:

LITERAL—Where did the people in this story come from?

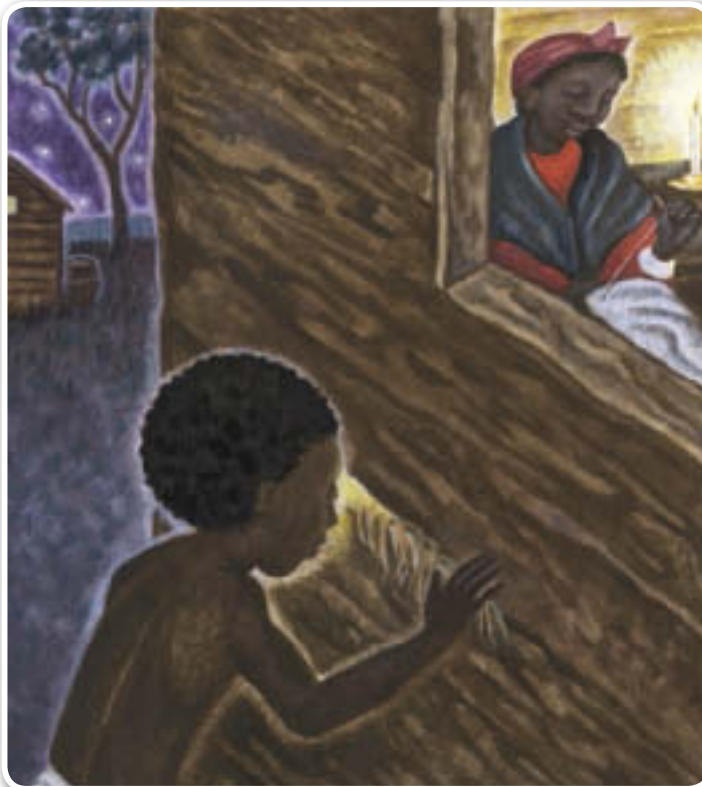
- » The people in this story came from Africa.

LITERAL—What happened to the people from Africa?

- » The people from Africa were forced onto ships and made to come to America. When they got to America, they became enslaved—people who were not free to do what they wanted or to make their own decisions.

Now ask students to look at the image on page 38 as you read aloud.

People from Africa were taken to America to work on large farms. Because they were enslaved, they were not free. They did not have rights. Enslaved workers were not paid for the hard work they did. Americans today are not proud of this time of slavery.



38

CORE VOCABULARY—Explain that **rights** are freedoms that are protected by law. The enslaved workers from Africa did not have any rights.

Explain that in the United States today, we have rights such as freedom of speech and freedom of religion. Laws protect our freedom to say almost anything we want and our freedom to worship the way we want—or to not worship at all.

CORE VOCABULARY—Explain that **enslaved workers** are people who are forced to work for others without being paid or having any freedom. Enslaved workers in America did not choose to come to the America. They were treated like property, not like people.

CORE VOCABULARY—Explain that **slavery** is the practice of using enslaved people. Remind students that enslaved people are people who are forced to work for another person and who are considered that person's property.

Ask students the following questions:

LITERAL—Why did the people from Africa not have rights?

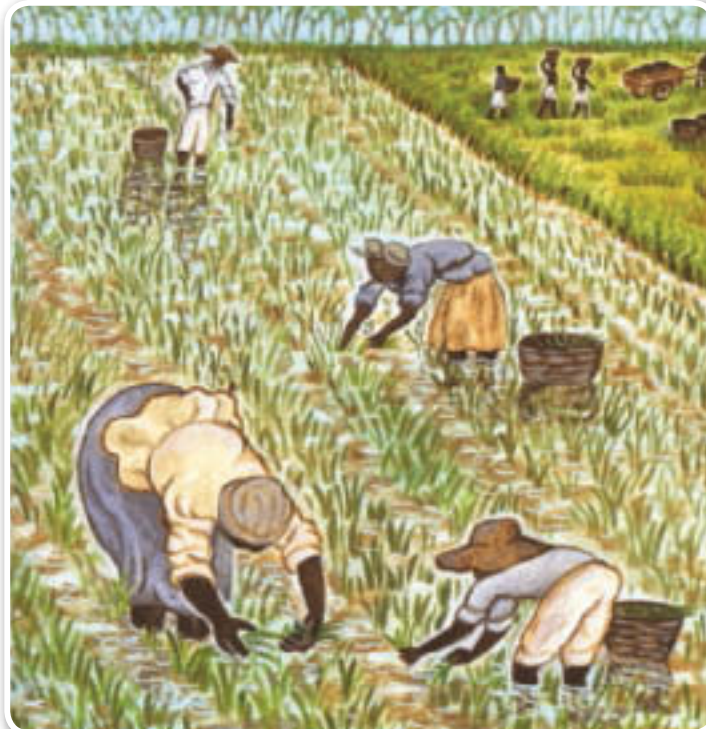
- » The people from Africa did not have rights because they were not free; they were enslaved people.

LITERAL—How do Americans feel today about the time of slavery?

- » Americans today are not proud of the way that Africans were treated at the time of slavery.

Ask students to look at the image on page 39 as you read aloud.

Most of the farms that used enslaved workers were in the southern part of America. Back then there were no machines to do the hard work. Enslaved workers did it instead.



They worked in the fields planting and picking crops. They carried water, fixed fences, and took care of farm animals.

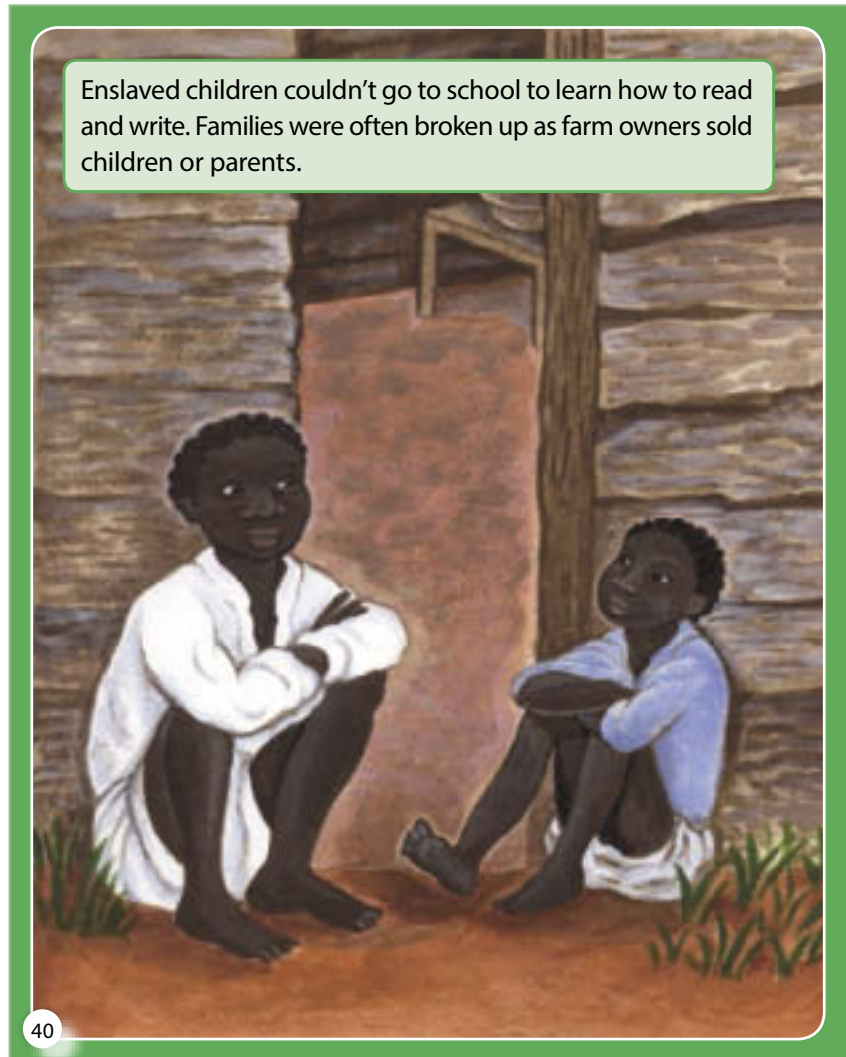
39

Ask students the following question:

LITERAL—What did the enslaved workers do?

- » The enslaved workers did a lot of hard work, especially on farms: they worked in the fields planting and picking crops, carried water, fixed fences, and took care of farm animals.

Now ask students to look at the image on page 40 as you read aloud.



SUPPORT—Tell students that people who had enslaved workers believed they owned the workers and that the workers could be bought and sold. The enslaved workers had no control over whom they worked for or where they lived. Even their children were considered property.

Ask students the following questions:

LITERAL—Could enslaved children go to school?

- » No, enslaved children couldn't go to school.

INFERENTIAL—Why do you think the farm owners didn't send the enslaved children to school?

- » The farm owners didn't send the enslaved children to school because they wanted them to work in the fields. They also did not want them to learn to read and write.

Ask students to look at the image on page 41 as you read aloud.

Many people in America knew that slavery was wrong. They knew that America could not be truly free until everyone was free. But it took time and another war for the enslaved to win their freedom.



Today it is important to remember the many African Americans who never got the chance to be free.

41

Ask students the following questions:

LITERAL—What did it take for enslaved people to win their freedom?

- » It took time and another war for enslaved people to win their freedom.

INFERENTIAL—Why is it important to remember this time in American history today?

- » It is important to remember this time in American history because African Americans were treated unfairly and never got the chance to be free. It is a sad time in American history, but it is important not to forget what happened.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Did people from other places come to America for the same reasons?

- » The Pilgrims chose to come to America, but the first African Americans did not choose to come here. The Pilgrims were free, but the African Americans were enslaved.

Teacher Resources

Culminating Activity: *Exploring and Moving to America*

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- Classroom Mural 83
- My Book About *Exploring and Moving to America* 83

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Answer Key: *Exploring and Moving to America*—Unit Assessment and Activity Pages

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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/>. 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!

Culminating Activities: *Exploring and Moving to America*

Reviewing the Concepts

Activity Pages **Materials Needed:** Sufficient copies of Reviewing the Concepts (AP CA.1); pencils, crayons, or markers



The purpose of this activity is to review knowledge learned in the unit and to associate historical concepts related to Christopher Columbus, the Pilgrims, and the arrival of enslaved workers in America.

Distribute the activity page. Review each picture with students. Ask them to draw a line from the picture in Column A to its match in Column B.

Classroom Mural

Materials Needed: sufficient copies of coloring book pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler



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

www.coreknowledge.org/ckhg-online-resources

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

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 to attend. Students could dress up in costumes for their presentations.

My Book About *Exploring and Moving to America*

Materials Needed: sufficient copies of My Book About *Exploring and Moving to America* (see pages 86–106), 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 *Exploring and Moving to America* 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 exploring and moving to America that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- A ship: the *Niña*, the *Pinta*, the *Santa Maria*, or the *Mayflower*
- a sailor
- the Pilgrims
- Squanto and/or Native Americans
- a map
- fireworks or an American flag on July 4

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

Then divide students into ten 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 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 their 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 and his brother grew up by the sea.
- They dreamed of being sailors.
- Christopher became a sailor, and his brother learned to make maps.
- Some people at the time believed Earth was flat, but Christopher believed it was round.

Chapter 2

- Spices from “the Indies” helped foods taste better.
- A voyage to the Indies was long and dangerous, and traders had to cross the desert.
- Christopher had an idea to sail the other way to reach the Indies by ship.
- Christopher did not know that he would reach the Americas instead.

Chapter 3

- Christopher planned his voyage and looked for someone to pay for it.
- King Ferdinand and Queen Isabella gave Christopher money and ships for his trip.

Chapter 4

- After weeks of sailing, the sailors were afraid and wanted to go home, but Christopher said no.
- On October 12, 1492, they spotted an island.

Chapter 5

- Christopher thought he had arrived in the Indies, but he landed somewhere else.
- Christopher called the people he met “Indians” because he thought he had reached the Indies.

Chapter 6

- The Pilgrims sailed across the Atlantic Ocean more than one hundred years after Christopher Columbus had.
- They traveled on the ship *Mayflower* so that they could live in a place where they could worship God in their own way.

Chapter 7

- A huge storm tossed the ship and made the Pilgrims afraid.
- The *Mayflower* sailed for weeks before the Pilgrims saw land.

Chapter 8

- The Pilgrims found a place to settle, and they named it Plymouth.
- Squanto helped them plant crops such as beans, corn, pumpkins, and other vegetables.
- The crops grew well, so the Pilgrims decided to have a feast to give thanks. This feast was the first Thanksgiving.

Chapter 9

- The people who came to live in America were mad at King George III of England.
- They wanted to make their own laws and rule themselves.
- George Washington was a great leader who helped America fight the army sent by King George.
- We celebrate July 4, the day the Declaration of Independence was signed, as America’s birthday.

Chapter 10

- Some people were forced to come to America to become enslaved.
- These people did not have rights, and they were not paid for the hard work they did.
- Enslaved children couldn’t go to school, and many were separated from their families.
- Even though many people knew that slavery was wrong, it took a long time and another war before enslaved people won their freedom.

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.

My Book

About

Exploring and Moving to America

by _____

Christopher Columbus: A Young Adventurer

When Christopher Columbus was a boy, he and his younger brother loved to spend time at the dock in the Italian city of Genoa, where they lived. They watched the ships sail in and out.



They watched as the sailors unloaded boxes filled with silk cloth and spices. They dreamed of being sailors too!

When Christopher was fourteen years old, he got a job on a ship, carrying messages from the captain to the sailors. One year later, he was hired as a ship's helper—and then as a sailor. His dream of adventure at sea was coming true.



His brother learned to make maps, and together they hoped to sail far away.

Long ago, people didn't know about all the continents and oceans. Some people thought that Earth was flat and that if a ship sailed too far across the ocean, it would fall off the edge. But others, including Christopher Columbus, believed that Earth was round like a ball.



4

CHAPTER 2

Christopher Has an Idea

Why did people, such as Christopher Columbus and his brother, want to set off on long voyages? The main reason was that people wanted to trade, or buy and sell, such things as spices and silk that were not found in Europe. Trade could make people rich!



5

In Christopher Columbus's time, there were no refrigerators to keep food fresh. Europeans often ate food, especially meat, that was not fresh. People used spices, such as cloves, pepper, cinnamon, and nutmeg, to make food taste better.



Many of these spices could only be found in a faraway part of the world that Europeans called "the Indies." Today, this part of the world is known as Asia.

6

A voyage to the Indies and back again was long and dangerous. After sailing part of the way across seas or oceans, some people then carried goods on camels across hot, sandy deserts. Many times they were robbed, or got lost, or ran out of water.



7

Christopher had an idea. If Earth was round, maybe he could sail west around the world and reach the Indies that way. The whole voyage could be made by ship across the Atlantic Ocean, with no need to travel across hot, dry deserts.



Many more spices and other goods could be carried on ships than on camels. Camels were called “ships of the desert.”

8

Today, we know that if you sail west across the Atlantic Ocean from Europe, you reach the Americas, or North and South America. But of course Christopher didn't know this. Long ago, many people thought there was nothing but ocean if you sailed west.



Christopher needed someone to believe he could sail across the Atlantic Ocean—the second largest ocean on Earth.

9

Christopher Sails West

For many, many years, Christopher planned his voyage. He also searched for someone rich enough to pay for this risky adventure. Finally, he had the chance to meet King Ferdinand and Queen Isabella of Spain.



He told them about his idea of reaching the Indies by sailing west across the Atlantic Ocean.

10

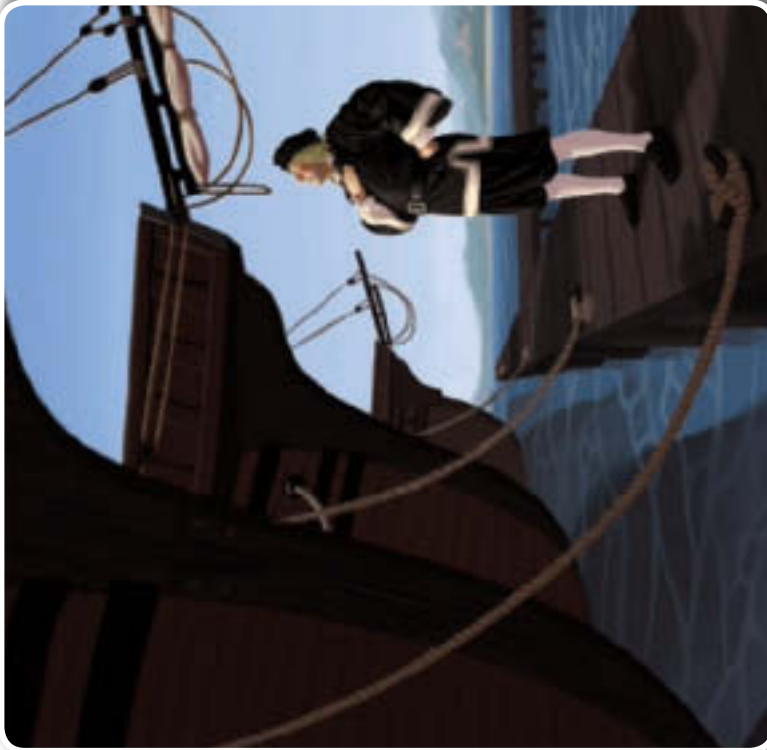
The Spanish king and queen did want to find an easier way for their ships to get to the Indies. They wanted to trade their cloth, glass, and tools for spices, silk, jewels, and gold. Spain would become rich if Christopher's plan worked.



King Ferdinand and Queen Isabella decided to pay for the voyage. Now Christopher could start his great adventure!

11

The king and queen of Spain gave Christopher three ships: the *Niña*, the *Pinta*, and the *Santa Maria*. Each ship had a captain. Christopher Columbus was the captain of the *Santa Maria*.



The three ships were small, but they were strong enough to sail across the stormy waters of the Atlantic Ocean.

12

Columbus found sailors who wanted to go with him to the Indies. They loaded the ships with enough food and water to last a year, as well as with things they could trade. They also took firewood, cooking pots, medicines, fishing lines, swords, and guns. When everything was ready, they set off across the wide, blue ocean.



13

The Voyage West

The three ships sailed across the ocean. The sailors were not sure of what they might find. There might be pirates or even sea monsters. If things went wrong, no one would be able to help them.

Still, the sailors kept busy. They cleaned the decks, and they fished in the ocean.

14

Each day, two or three sailors cooked a meal for everyone on their ship. At night, the sailors slept on the deck. There were no beds. Only the three captains had their own small cabins. On stormy nights, the men tied themselves to the ship's rails so they wouldn't fall into the ocean.



15

Christopher and his men sailed for many weeks, but they did not find any land. The men began to be afraid. What if Earth really was flat, and they sailed right off the edge? What if they ran out of food and water in the middle of the ocean?



The sailors wanted to return home, but Christopher was still sure his plan would work.

16

Then one day, small birds flew alongside the ship. The sailors knew that small birds often flew near land. Soon after, a sailor spotted something. "Land! Land!" he shouted. After almost two months, the sailors were excited to see a sandy beach and beautiful green trees. They had found an island. In his diary, Christopher wrote down the date: October 12, 1492.



Seabird

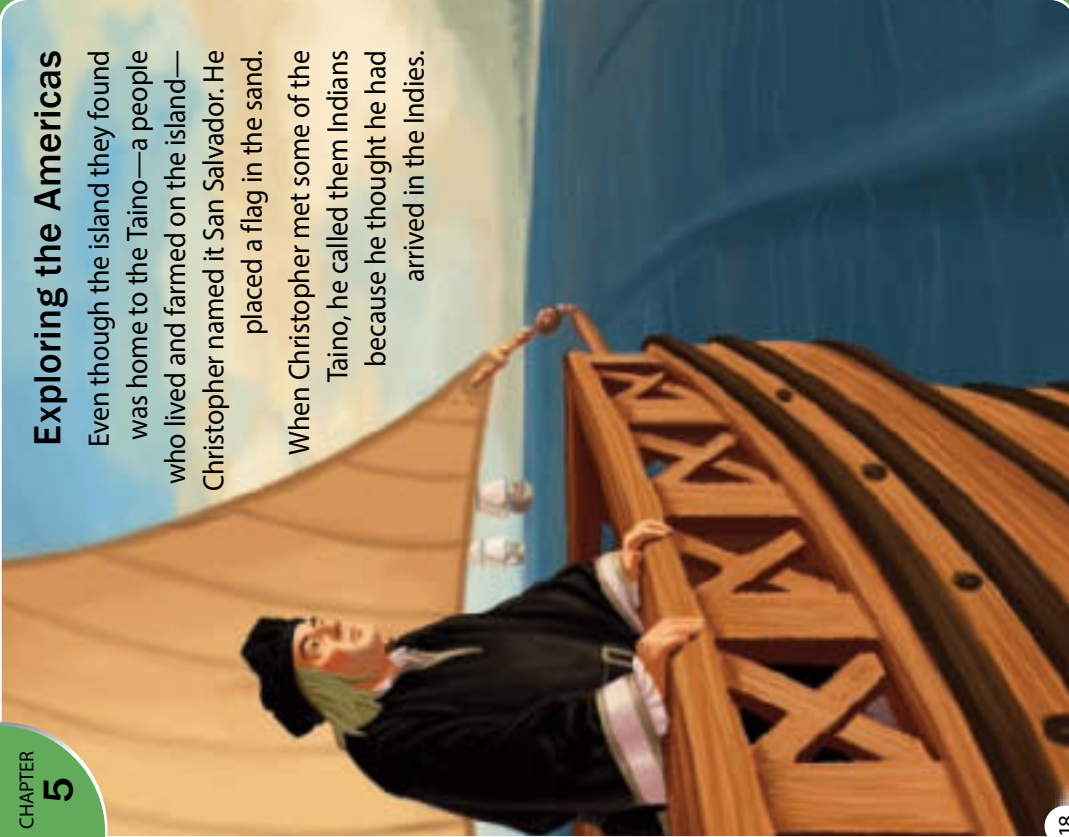


17

Exploring the Americas

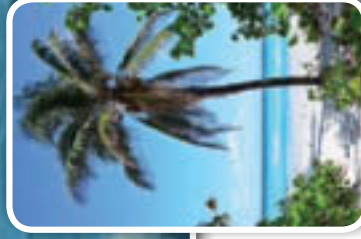
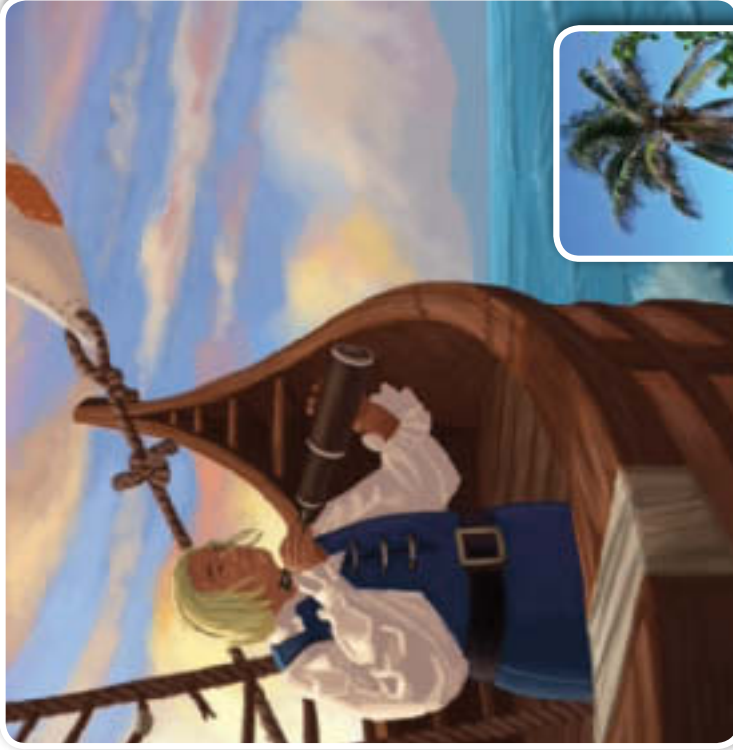
Even though the island they found was home to the Taino—a people who lived and farmed on the island—Christopher named it San Salvador. He placed a flag in the sand.

When Christopher met some of the Taino, he called them Indians because he thought he had arrived in the Indies.



18

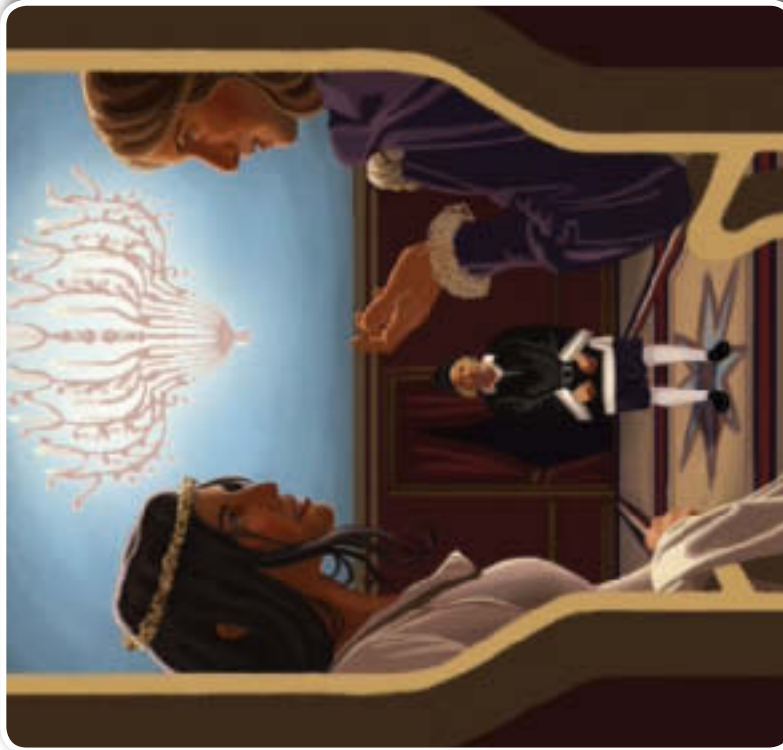
Christopher and his men spent a few months exploring other islands, including Cuba. The Taino lived on these islands too.



The islands had palm trees and white sand. Christopher and his men collected some gold, tobacco plants, pineapples, and wild turkeys to take back to Spain.

19

When Christopher arrived back in Spain, he was treated as a hero. The king and queen were happy with him. They agreed to pay for more ships so that he could sail back across the ocean. Christopher made four more voyages across the ocean looking for gold, spices, and jewels.



20

CHAPTER 6

The Pilgrims Search for a New Home

More than one hundred years after Christopher Columbus sailed across the Atlantic Ocean, another group of Europeans also set off. They were traveling to what is today the United States of America.



Their story is a little different from that of Christopher Columbus. Let's meet them and find out about the adventures they had.

21

Elizabeth stood with her parents ready to board a ship named the *Mayflower*. Elizabeth and her family were leaving Plymouth, England, to sail to America. Elizabeth, her parents, and friends were known as Pilgrims.



The Pilgrims were making this voyage so that they could live in a place where they could worship God in their own way.

22

The *Mayflower* had been loaded with things the Pilgrims would need for the voyage, and for when they arrived. There were axes and saws for building homes, hooks and lines for fishing, seeds for their gardens, and warm clothes for the winter. There were also barrels of water, dried meat, vegetables, biscuits, and cheese.



23

As the *Mayflower* sailed away, leaving England behind, Elizabeth began to explore the ship. The first thing she noticed was that it was crowded. Below deck was dark and stuffy.

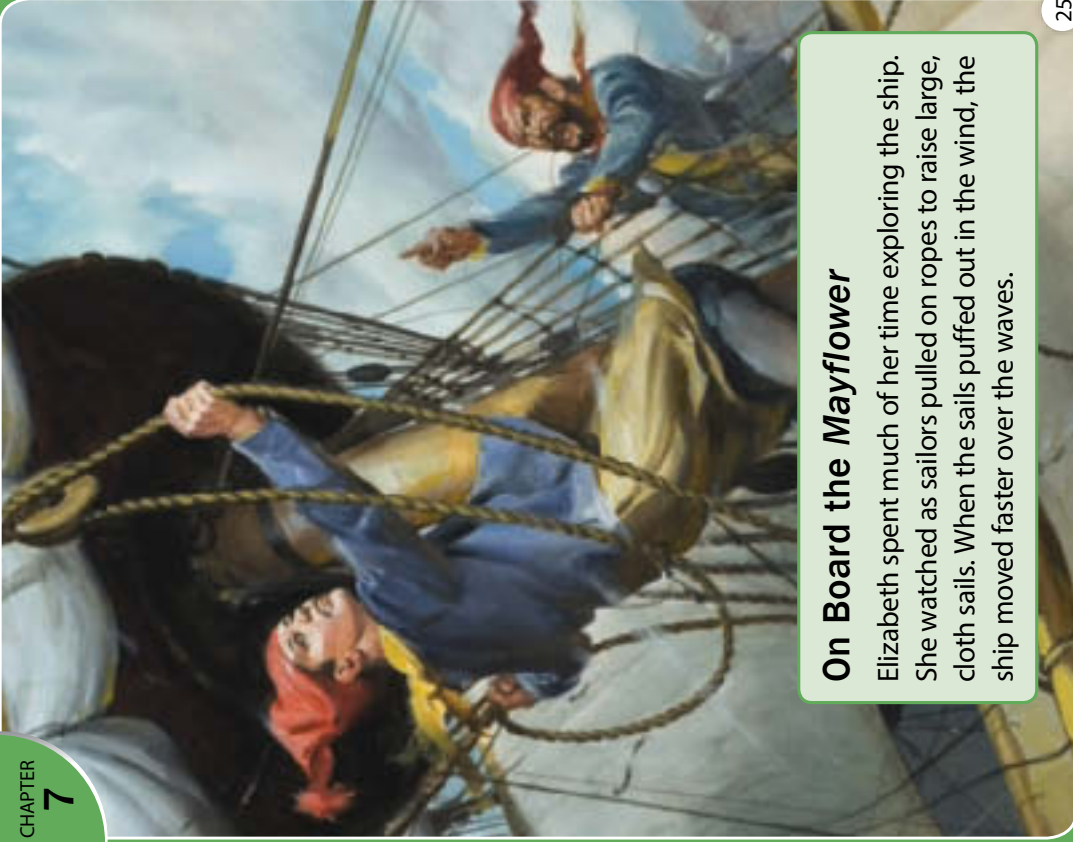


In the darkness she saw that there were hammocks for people to sleep in. Even though the voyage would be long and dangerous, Elizabeth was excited!



24

CHAPTER 7



On Board the *Mayflower*

Elizabeth spent much of her time exploring the ship. She watched as sailors pulled on ropes to raise large, cloth sails. When the sails puffed out in the wind, the ship moved faster over the waves.

25



Soon the weather changed, and strong winds began to blow. Giant waves crashed against the ship, and rain leaked below deck, soaking the travelers' clothes and beds. The *Mayflower* tossed from side to side. The Pilgrims were afraid that the ship would sink. Elizabeth was no longer excited to be sailing to their new home.

26

Long weeks went by. The Pilgrims got tired of living in such a small space. People were getting sick. Then, early one morning, a sailor up in the crow's nest yelled, "Land! I see land!" All of the Pilgrims rushed up on deck to see. Their voyage was almost over!



27

The Pilgrims Work Hard to Survive

Some of the Pilgrims set off first to find a good place to settle. They finally chose a place they called Plymouth, after the town they had left behind.



Elizabeth couldn't help but wonder if there would be strange creatures in the forests. Would the Wampanoag and other Native Americans welcome them?

The Pilgrims had arrived just as the weather was turning cold. They needed to build homes as quickly as they could. They worked hard cutting down trees. They would use the wood to build their homes. Not only was it getting cold, they were worried they might run out of food. To stay warm, the women and children stayed on board the *Mayflower*.



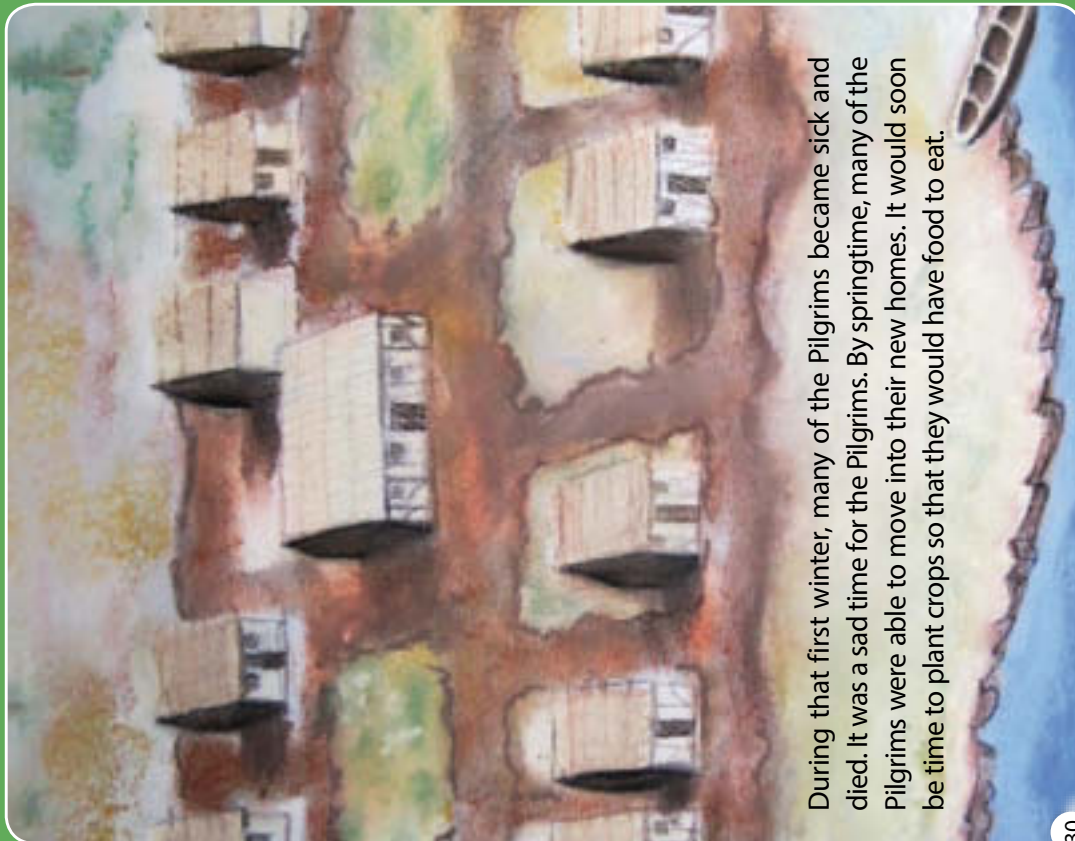
Then one day, a man came to visit the Pilgrims. His name was Squanto, and he was a Native American. Squanto could speak English. Even though the Pilgrims had settled on Native American land, Squanto helped them plant crops, such as beans, corn, pumpkins, and other vegetables.



Thanks to Squanto, the crops grew well. Soon it was time to harvest them, and to celebrate.

31

During that first winter, many of the Pilgrims became sick and died. It was a sad time for the Pilgrims. By springtime, many of the Pilgrims were able to move into their new homes. It would soon be time to plant crops so that they would have food to eat.



30

The Pilgrims decided to have a feast of thanksgiving. They invited their Native American friends. At the feast, people ate deer, turkey, corn, beans, pumpkins, and freshly baked bread. They gave thanks for the food they had to eat. Then everyone enjoyed an afternoon of fun and games.



32

CHAPTER 9

American Independence

For many years, the Pilgrims and other settlers lived happily in their new home. Because many of these new settlers were from England, they were happy to follow some English laws, as well as to make their own rules. But eventually things began to go wrong.



33

When King George III and his parliament in England passed new laws that seemed very unfair, the settlers became angry. Some people protested. American leaders decided to hold a meeting to decide what to do next.



34

The American leaders wrote a long letter to King George III explaining why they felt he and his parliament were being unfair. The letter was called the Declaration of Independence. The letter explained that the Americans wanted to make many of their own laws. They did not want to follow all of the laws made by the king.



35

King George III did not agree with the Declaration of Independence, and he sent his army to fight the Americans. The Americans had a great leader named George Washington. He helped America defeat King George's army.



George Washington

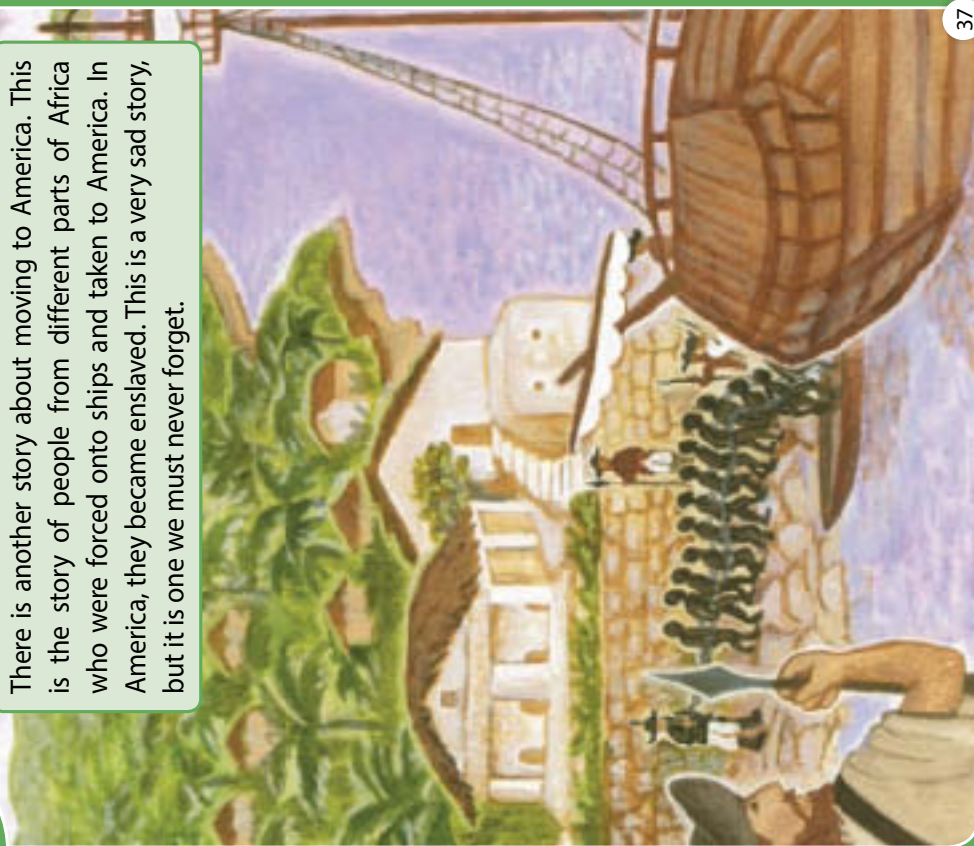
Today we celebrate America's birthday on July 4, the day the Declaration of Independence was signed.

36

CHAPTER 10

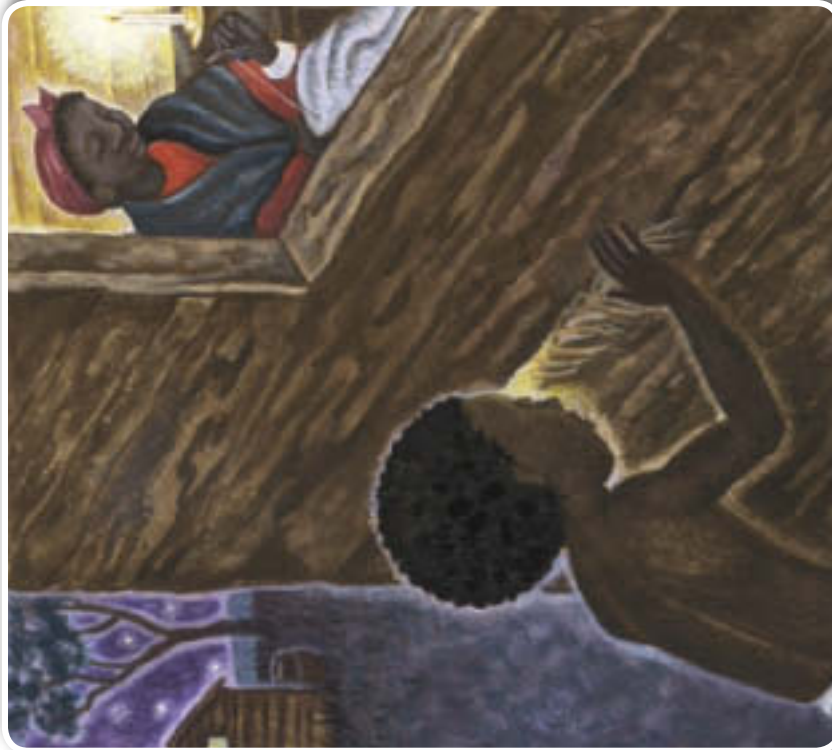
Taken to America

There is another story about moving to America. This is the story of people from different parts of Africa who were forced onto ships and taken to America. In America, they became enslaved. This is a very sad story, but it is one we must never forget.



37

People from Africa were taken to America to work on large farms. Because they were enslaved, they were not free. They did not have rights. Enslaved workers were not paid for the hard work they did. Americans today are not proud of this time of slavery.



38

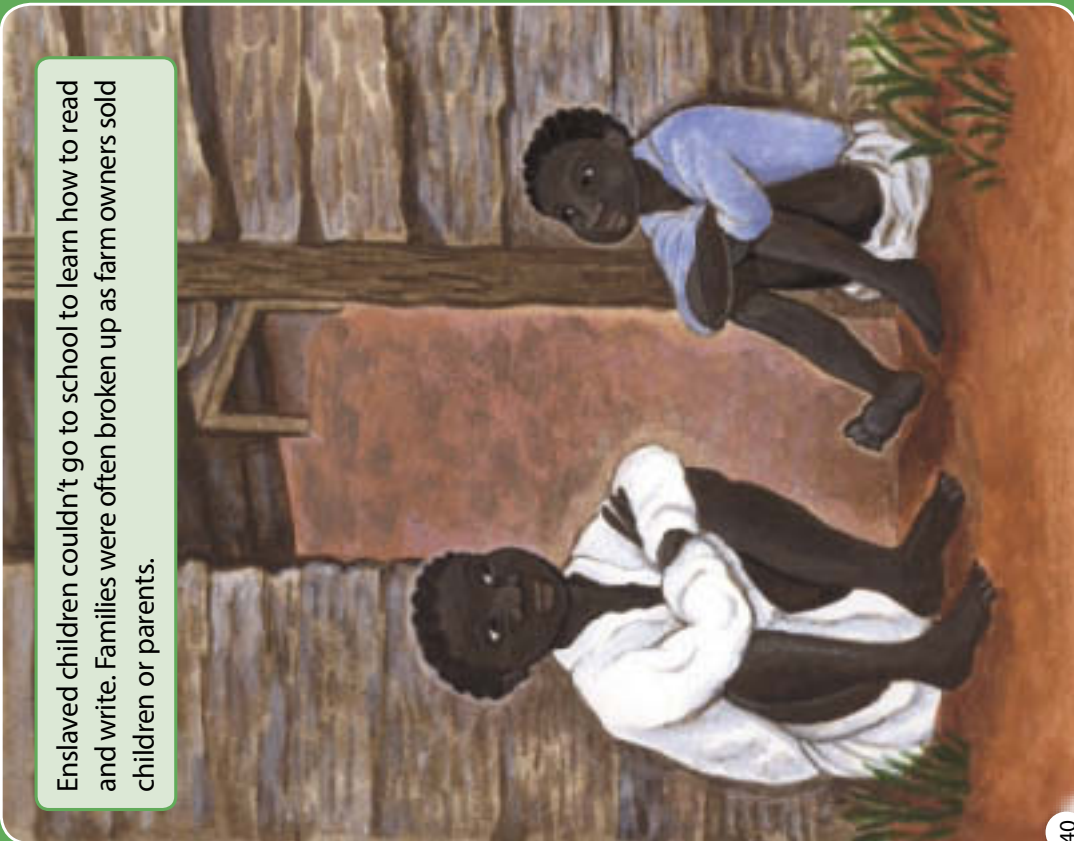
Most of the farms that used enslaved workers were in the southern part of America. Back then there were no machines to do the hard work. Enslaved workers did it instead.



They worked in the fields planting and picking crops. They carried water, fixed fences, and took care of farm animals.

39

Enslaved children couldn't go to school to learn how to read and write. Families were often broken up as farm owners sold children or parents.



40

Many people in America knew that slavery was wrong. They knew that America could not be truly free until everyone was free. But it took time and another war for the enslaved to win their freedom.



Today it is important to remember the many African Americans who never got the chance to be free.

41

Unit Assessment Questions: *Exploring and Moving to America*

Make sufficient copies of the Student Answer Sheet for each student; see pages 109–111 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. Who came from Europe to explore America?
 - a) Christopher Columbus
 - b) Ferdinand and Isabella
 - c) Squanto
2. What did Christopher Columbus want to bring back from the Indies?
 - a) fish
 - b) swords
 - c) spices
3. Christopher Columbus thought he could reach the Indies faster by _____.
 - a) crossing the desert with more men and camels
 - b) sailing west across the Atlantic Ocean
 - c) sailing during the summer
4. Who came to America on the *Mayflower*?
 - a) Christopher Columbus
 - b) enslaved workers
 - c) Pilgrims
5. What holiday celebrates the Pilgrims' first feast?
 - a) Fourth of July
 - b) Thanksgiving
 - c) New Year's Day
6. Who helped the Pilgrims grow crops?
 - a) enslaved people
 - b) other settlers
 - c) Squanto
7. What was one of the first things the Pilgrims had to do when they landed in America?
 - a) They had to go meet George Washington.
 - b) They sent an army to England to fight the king.
 - c) They had to chop down trees and build homes.

8. When does America celebrate its birthday?
- a) July 4
 - b) October 12
 - c) the fourth Thursday in November
9. Some people were forced to come to America from _____.
- a) Asia
 - b) Africa
 - c) Europe
10. What were enslaved workers forced to do?
- a) plant and pick crops without being paid
 - b) become sailors
 - c) come to America on the *Mayflower*

Unit Assessment Student Answer Sheet: Exploring and Moving to America

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



4.

a.



b.



c.

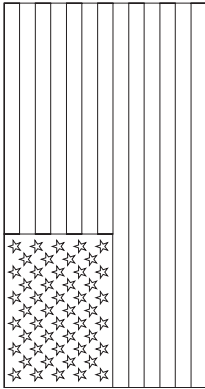


Name _____ Date _____

Unit Assessment Student Answer Sheet: *Exploring and Moving to America*

5.

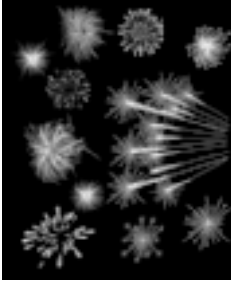
a.



b.



c.



6.

a.



b.



c.



7.

a.



b.

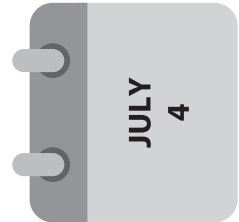


c.

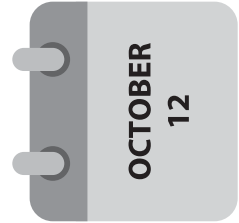


8.

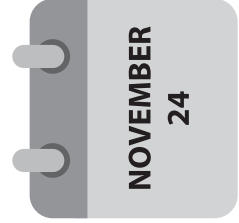
a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: Exploring and Moving to America

9.

a.



b.



c.



10.

a.



b.



c.



Performance Task: *Exploring and Moving to America*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Exploring and Moving to America* Student Book

Teacher Directions: In this unit, students learned about exploring and moving to America—the life and voyage of Christopher Columbus, the voyage and early settlement of the Pilgrims, the discontent of Americans who did not want to follow all of King George’s laws and who signed the Declaration of Independence, and the plight of Africans brought here to become enslaved.

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 America. They will share the sights, sounds, and smells of this long-ago land with their friends and family back home by creating four different postcards on 5" × 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 exploring and moving to America. Students should identify in their postcards the most important aspects of America’s history that they have learned about that make it an exciting place to visit and think about.

Have students draw images of exploring and moving to America on one side of each card and dictate a brief message about exploring and moving to America 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 in early America.” 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	<p>Response is accurate and detailed. Student demonstrates strong understanding of exploring and moving to America, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• The king and queen of Spain gave Columbus three ships and money for a voyage to find a faster route to the Indies.• Columbus thought he was sailing to the Indies, but he landed in North America and met the Taino.• The Pilgrims wanted to leave England so that they could worship God in their own way.• They traveled on a ship called <i>Mayflower</i>; the voyage was hard.• Squanto helped them.• They celebrated their first harvest with a day of thanksgiving.• American leaders signed the Declaration of Independence, and George Washington helped defeat King George's army.• A sad part of America's history is that some people were forced to come to America from Africa and become enslaved.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of exploring and moving to America, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of exploring and moving to America, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making My Passport

If this is the first Grade K CKHG unit you have completed with your students, please download and print the Grade K 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 K 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, along with a glue stick, 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 K 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 *Exploring and Moving to America*.

My Passport Activity for *Exploring and Moving to America*

Materials Needed: personalized copies of Grade K My Passport for each student, sufficient copies of the *Exploring and Moving to America* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the *Exploring and Moving to America* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Exploring and Moving to America* 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 exploring and moving to America. Ask students to turn to page 10 of their passport.

Show students the individual *Exploring and Moving to America* 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 *Exploring and Moving to America* 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 *Exploring and Moving to America* 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 early 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 places and America.

Be sure to collect the passports and keep them in a safe place until students complete the next Kindergarten CKHG unit.

Activity Page 1.1

Use with Chapter 1

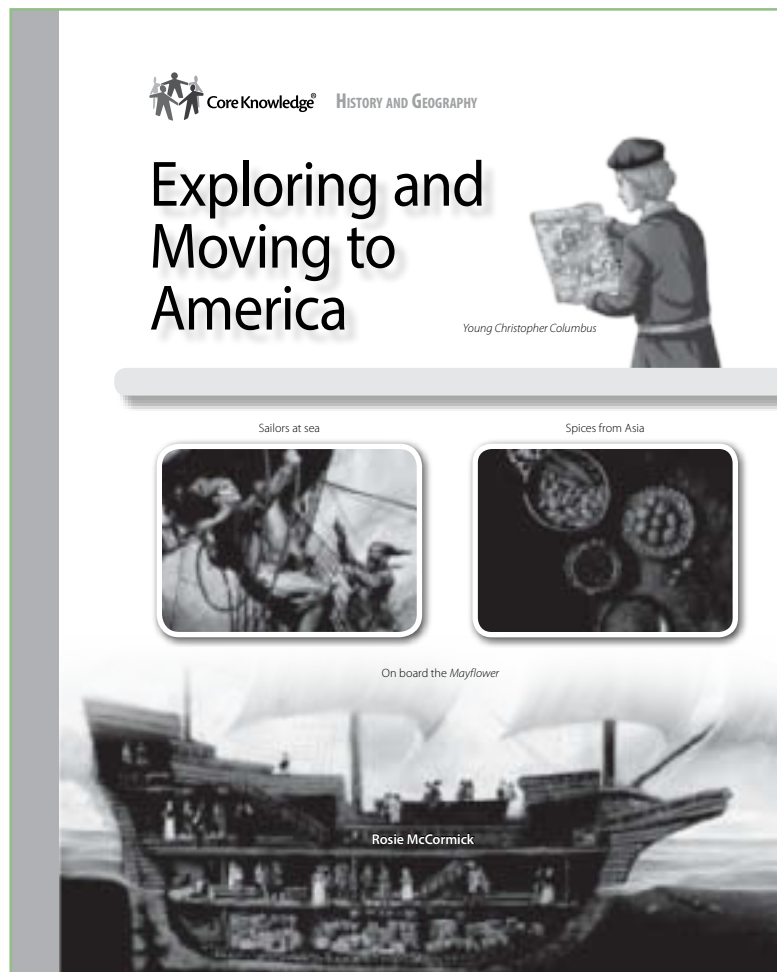
Letter to Family

During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about exploring and moving to America. They will learn that Christopher Columbus grew up in Genoa in what is now Italy and was motivated to find a new trade route to the Indies in Asia, he was funded by King Ferdinand and Queen Isabella of Spain, and he reached the Caribbean Islands in North America and met the Taino people. They will learn that over a hundred years later 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. 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.

Students will also learn about the settlers in America 150 years later and about their discontent with King George III's unfair laws. They will learn that the Americans' response to those laws was to protest and write the Declaration of Independence and that the date of the signing of that document (July 4, 1776) is considered to be the birthday of the United States.

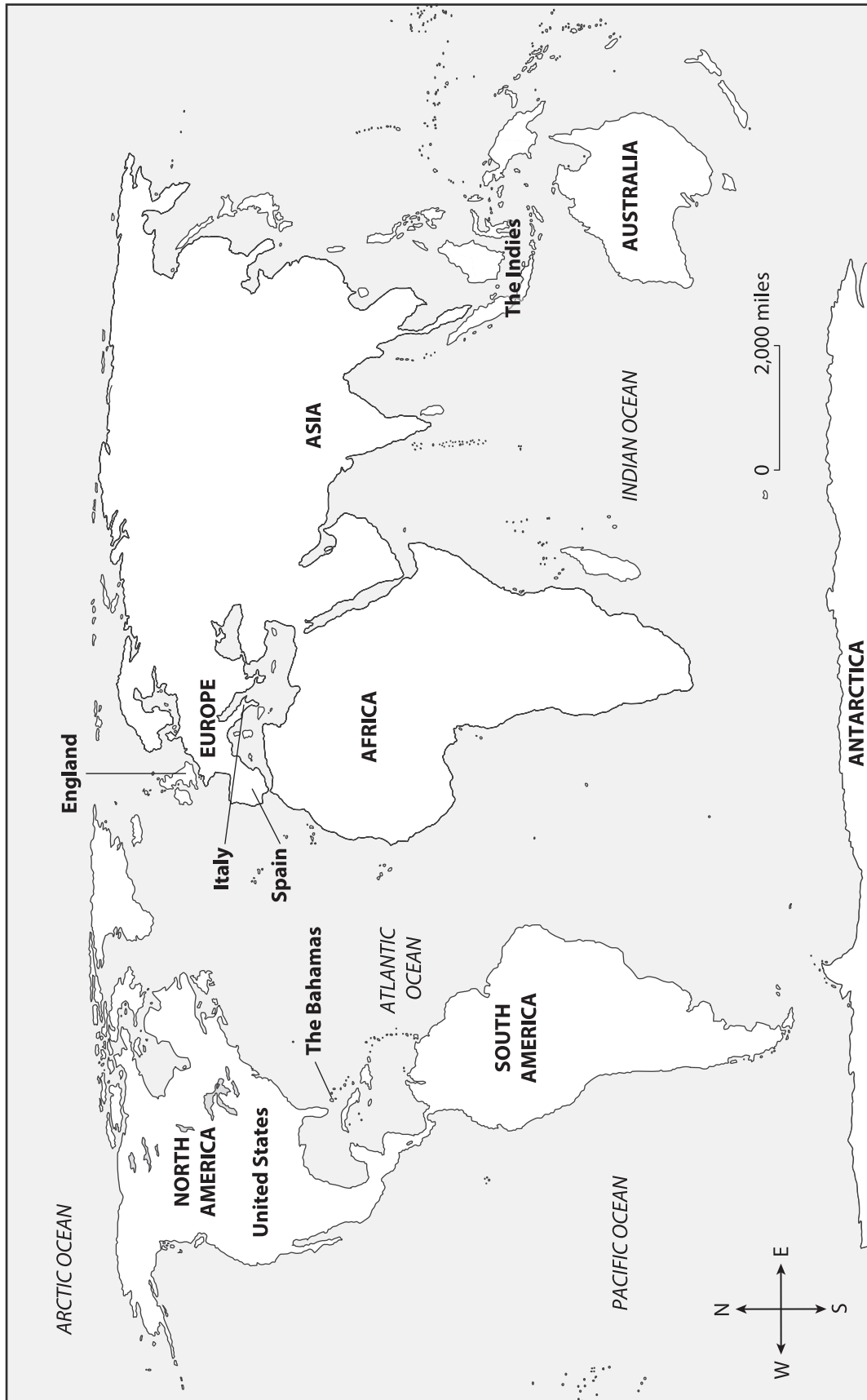
Finally, students will learn about the people who were forced to come to America from Africa and were enslaved. The terms *enslaved* and *enslaved workers* are used rather than the term *slaves* to emphasize that these individuals were people rather than property, even though they were treated as property at the time. This chapter concludes by teaching that the practice of slavery has ended but that we must never forget the many African Americans who never had the chance to be free.

Please let us know if you have any questions.



Name _____

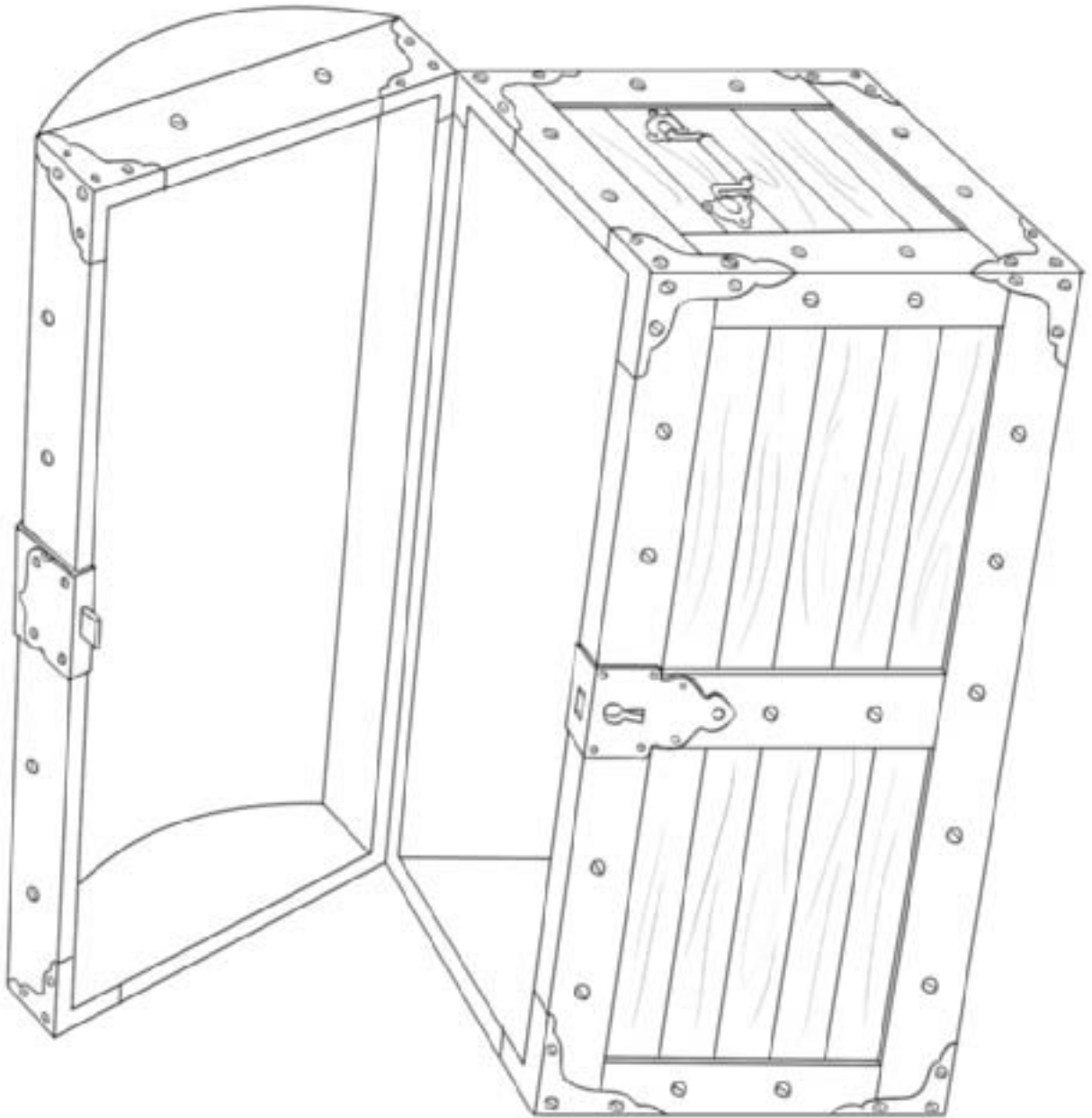
Date _____

World Map

Name _____

Date _____

A Trip on the Mayflower



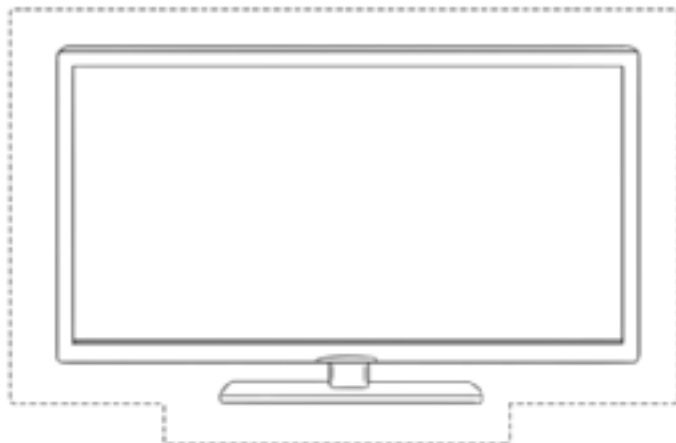
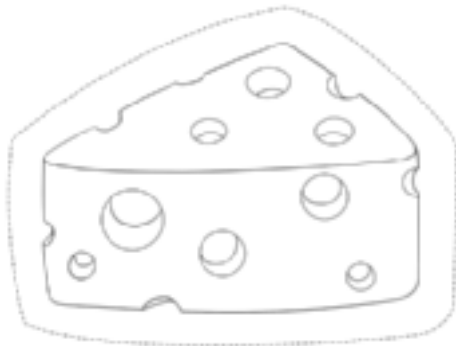
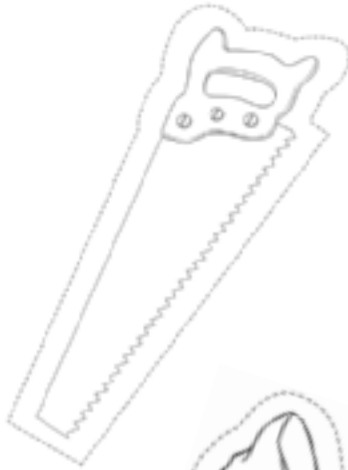
Name _____

Date _____

Activity Page 6.1 (continued)

Use with Chapter 6

A Trip on the Mayflower



Name _____

Date _____

Activity Page 8.1

Use with Chapter 8

The First Thanksgiving



Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Reviewing the Concepts

A



Christopher Columbus

B



The first Thanksgiving



Africa



The *Niña*, the *Pinta*, and the *Santa Maria*



Pilgrims at Plymouth



Enslaved people picking cotton

Answer Key: Exploring and Moving to America

Unit Assessment

(pages 107–108)

1. a 2. c 3. b 4. c 5. b 6. c 7. c 8. a 9. b 10. a

Activity Pages

A Trip on the *Mayflower* (AP 6.1)

(pages 119–120)

Finished trunk should contain axe, saw, fishing pole with hook, cheese, and hat and coat.

The First Thanksgiving (AP 8.1)

(page 121)

corn, turkey, pumpkin, beans

Reviewing the Concepts (AP CA.1)

(page 122)

Christopher Columbus—The *Niña*, the *Pinta*, and the *Santa Maria*

Africa—Enslaved people picking cotton

Pilgrims at Plymouth—The first Thanksgiving



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Marti Major: 35, 93a

Ms Fr 2810 f.51, Transportation of spices to the west and unloading spices in the east, miniature from *Livre des merveilles du monde*, c.1410–12 (tempera on vellum), Boucicaut Master, (fl.1390–1430) (and workshop) / Bibliothèque Nationale, Paris, France / De Agostini Picture Library / J. E. Bulloz / Bridgeman Images: 21, 88b

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Shari Darley Griffiths: Cover D, 14d, 49, 50, 51, 56, 62, 63, 64a, 65, 96b, 97a, 97b, 99a, 100b, 101a, 101b, 102a, 109c, 109l, 110b, 110f, 110i, 117d

The Long Road to Cathay (gouache on paper), Baraldi, Severino (b.1930) / Private Collection / © Look and Learn / Bridgeman Images: 23a, 89b, 109g

The Picture Pantry / The Picture Pantry / SuperStock: Cover C, 14c, 22, 89a, 109f, 117c

Thomas Coram (1668–1751) The Sailor Who Gave Away a Fortune (gouache on paper), English School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: Cover B, 14b, 55, 98c, 111e, 117b

Tim Gainey / Alamy Stock Photo: 64b, 101c

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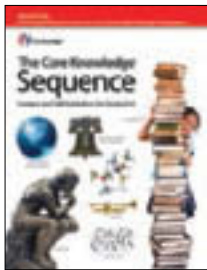
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CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY**™

Exploring and Moving to America

Core Knowledge History and Geography K



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 K and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

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