



Ferdinand and Isabella

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✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of Europe, Africa, and Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying “Ferdinand and Isabella” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Use a combination of drawing, dictating, and writing to present information from “Ferdinand and Isabella” about Columbus and provide some detail about the topic (W.K.2)
- ✓ Add drawings to descriptions of Columbus to provide additional detail (SL.K.5)
- ✓ Demonstrate understanding of the adjective *victorious* by relating it to its opposite, *defeated* (L.K.5b)
- ✓ Distinguish “Ferdinand and Isabella” as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events
- ✓ Prior to listening to “Ferdinand and Isabella,” identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route

Core Vocabulary

adventures, n. Exciting experiences, often involving risk or danger

Example: I could not wait to start my jungle adventures.

Variation(s): adventure

convince, v. To cause someone to believe or accept something

Example: I was able to convince my mother to let me have dessert because I ate all my dinner.

Variation(s): convinces, convinced, convincing

fleet, n. A group of ships working together under one commander

Example: A long time ago, the American fleet sailed off to war against England.

Variation(s): fleets

navigators, n. People who use knowledge and tools to plan the best course of travel and guide vehicles or ships on the right course


Example: My parents are both good navigators; they never get lost when they are driving.

Variation(s): navigator

victorious, adj. Having won or succeeded at something

Example: I ran the race and was victorious.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	globe with blue paper taped over North America and South America [This exercise requires advance preparation.]	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Ferdinand and Isabella	globe from earlier demonstration	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	globe from earlier demonstration	10
	Word Work: Victorious		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Journals	Instructional Master 2B-1 [This exercise requires advance preparation.]	15



Ferdinand and Isabella

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the previous read-aloud about Giovanni and Sophia with students. Be sure to highlight why Giovanni wanted to travel to the Indies. (to get gold, spices, and fine cloth)



◀ Show image 1A-9: Map of the world in 1492

Trace the preferred overland route from Italy, through Constantinople, to the Indies. Ask students why it was no longer possible to make the journey overland. Remind students that the Europeans were now planning to travel by sea to obtain treasures from eastern Asia. Using the 1492 map, trace the projected sea route from Italy, around the coast of Africa, to Asia. Show this same path using a globe and explain that Europeans were going to travel south around Africa and then east to get to Asia. Prior to this lesson, tape blue paper over North America and South America on a globe. Using this globe, remind students that some continents had not yet been discovered by the Europeans back in 1492.

Tell students they are going to learn a song about the continent of Asia and its treasures. Ask students to listen to the following verse, sung to the tune of “If You’re Happy and You Know It.” Then have them sing it with you the second time:

Eastern Asia had a lot of gold and spice.

Eastern Asia had a lot of gold and spice.

But it was a distant land,

Miles and miles across the sand.

It was difficult to get the gold and spice.

Essential Background Information or Terms

Explain to students that traveling by ship five hundred years ago was very difficult and very expensive. Tell them that the richest people of the day were the kings and queens of Europe, so they were the ones who paid for the ships and the sailors to sail the ships. Tell them that today's read-aloud is about a man named Christopher Columbus, who is trying to get money to sail a ship to the Indies. In today's read-aloud, he visits the king and queen of Spain to ask for money. Share the title of the read-aloud, and ask students who they think Ferdinand and Isabella were.

Purpose for Listening

Tell students that Christopher Columbus planned to sail from Europe to Asia, but he had a different idea about how to get there. He did not plan to sail around the dangerous coast of Africa. Tell students to listen carefully to find out how Columbus intended to reach the gold and spices of the Indies.

Note: Explain to students that the images of Columbus used in the read-alouds were created by various artists. Make sure that they understand why Columbus does not look the same in every image.



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← Show image 2A-1: King at window

Now that the land route to Asia was closed, kings and queens from all over Europe began looking for the best sea route to the treasures of the East. They greedily sought to claim rare and expensive Asian spices for their own countries.

1 or expert trip planners

2 An adventure is an exciting trip. Lots of navigators wanted to be picked to lead a ship on an exciting adventure to Asia.

The race was on! In every European port, young **navigators**¹ competed to lead **adventures** to Asia.² They were anxious to try out new, lighter sailing ships that made it possible to sail faster and farther than ever before.



← Show image 2A-2: Columbus

3 or what made Columbus different from other sailors

4 Remember, that was the path I showed you on the map and globe.

One of these navigators was an Italian man named Christopher Columbus. Like all the others, he was an experienced sailor. What made Columbus stand out from the others³ was that he did not plan on reaching Asia by sailing east around the coast of Africa.⁴ He had a very different idea.



← Show image 2A-3: Columbus shows the king a map

5 To convince someone of something means to cause someone to believe or accept something. [Stop to show students Columbus's intended route.] Do you think Columbus had a good idea and will be able to convince kings it was a good idea?

6 This means he told him he wouldn't give him the money.

Christopher Columbus wanted to sail *west*, across the Atlantic Ocean, in order to reach the Indies. He visited several kings in different European countries, asking for their help. Laying out his map, he tried to **convince** them that his idea was a good one.⁵ For many years, Columbus tried unsuccessfully to get the support of European kings and queens. The king of Portugal refused him.⁶ The king of Italy refused him. The king of England refused him. Only the Spanish seemed interested in his plans to sail west across the Atlantic. But they turned him down too, because Spain was at war, and they had no time or money for Asian trade then. Columbus knew that he could not make the trip without their ships and money.



← **Show image 2A-4: Returning to Spain**

Now, seven long years after Columbus first met with King Ferdinand and Queen Isabella of Spain, he became hopeful that his long wait was over at last. As he rode down over the mountains, Columbus recalled his first visit to the great Spanish city below. Spain had been at war then.

Now the Spanish war was over, and the Spanish king and queen had won! Columbus hoped that the **victorious**⁷ royal couple, newly rich with the treasures they had taken in war, would have the time, money, and attention to help him. At last, he thought, he might reach his goal of sailing west to the Indies.⁸

7 or winning

8 So after seven years, why did Columbus decide now was a good time to come back to meet with the king and queen of Spain?



← **Show image 2A-5: Columbus appeals to the king and queen**⁹

A Spanish army officer directed him to the large, fancy tents in which the king and queen were still living, for they had not even had time yet to move from their army camp into the palace. Still, they were hardly suffering. Their tents contained thick, beautiful carpets and full-sized beds. The royal couple sat upon thrones brought from their palace in northern Spain. They dined off plates made of silver, eating fine foods and drinking fine wine. Their many servants were there to take care of them. Most important, with the war over, Ferdinand and Isabella were too happy and proud to complain much about anything. They smiled as Columbus bowed before them, and told him to rise to his feet. “And now, Christopher Columbus,” said the queen, “let us talk about your plan of sailing west to the Indies . . .”

Columbus’s heart leaped within him. The queen and the king must have talked it over, and now they were ready to help him act out his long-held plans. Columbus was going to search for the riches of the East by sailing west!¹⁰ He would be in charge of a whole **fleet**¹¹ of ships!

9 What do you see in this picture?
[Point out the key figures.]

10 Which king and queen finally agreed to help Columbus sail west to reach the Indies in Asia?

11 or group

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* Did the events you heard about today happen long ago or did it happen just a short time ago? (long ago)
2. *Literal* Most navigators wanted to sail from the continent of Europe around the continent of Africa to get to the Indies on the continent of Asia. Who can show me this route of sailing east using our globe? [Have a volunteer use the globe from the earlier demonstration to show the route.]
3. *Evaluative* What did Columbus think would be the best route for traveling to the Indies? (sailing west from Europe to get to Asia) Who can show me this route of sailing west using our globe? [Have a volunteer use the globe from the earlier demonstration to trace the route.] Do you think that was a good idea? Why or why not? (Answers may vary.)
4. *Literal* Why did Columbus go to visit them? (to ask again for money to pay for his voyage)
5. *Literal* After being refused by many kings, who finally agreed to give Columbus the money for his adventure? (King Ferdinand and Queen Isabella of Spain)
6. *Evaluative* How do you think Columbus felt when Queen Isabella and King Ferdinand finally agreed to his plan? Why? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share*: What do you think will happen when Columbus tries to sail west to the Indies? Do you think he will actually reach Asia? Why or why not? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Victorious

5 minutes

1. In the read-aloud you heard, "Columbus hoped that the *victorious* royal couple . . . would have the time, money, and attention to help him."
2. Say the word *victorious* with me.
3. If you are victorious, you have won or succeeded at something.
4. When Joe scored the winning goal for his soccer team, he was victorious.
5. Tell me about a time you were victorious. Use the word *victorious* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was victorious when . . ."]
6. What is the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite, or antonym, of *victorious* is *defeated*. *Defeated* describes having lost or failed at something. I am going to read some sentences to you. If you would feel victorious in the following situations, say, “I would feel victorious.” If you would feel defeated, say, “I would feel defeated.”

1. You were playing a game with your dad and you just beat him. (I would feel victorious.)
2. You were playing a game with your older brother and he beat you. (I would feel defeated.)
3. You were able to read a book all by yourself. (I would feel victorious.)
4. Your team lost the soccer game. (I would feel defeated.)
5. You just got an answer right. (I would feel victorious.)



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

Know-Wonder-Learn Journals (Instructional Master 2B-1)

To prepare for this lesson, you will need to use Instructional Master 2B-1 (Columbus KWL Journal) as a cover sheet for each student's journal. Combine each cover sheet with a single blank sheet of paper, folding the two sheets together down the middle, then stapling them together, to form a four-page student journal. Make one for each student and write his/her name on the cover (or have them write their own names if they are able to do so).

Tell students that they will be hearing more stories about Christopher Columbus in the next few days. Each day they will record things about Columbus in their KWL (**K**now-**W**onder-**L**earn) journals.

After distributing the journals, ask students to open them and put their fingers on the right-hand page. Tell them to write a 'K' for *Know* at the top of that page. Then, ask them to brainstorm a list of things that they already know about Columbus from today's read-aloud. Tell them to draw a picture on that page that represents one thing that they know about Columbus. It may be a picture of a ship, a picture of Europe, a picture of a king, or simply a picture of a man. Circulate among students as they draw, asking them to describe what they are drawing. As time permits, write a brief caption for each student's drawing. Ask two or three students to show their drawings to the class, telling what they know about Columbus. Be sure to review the drawings with the students using the domain vocabulary to describe their drawings.