



Further Adventures of Christopher Columbus

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed

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, identify the reasons the author of the read-aloud gives to support the statement that the king and queen were upset with Columbus (RI.K.8)
- ✓ Use a combination of drawing, dictating, and writing to present information from "Further Adventures of Christopher Columbus" about Columbus and provide some detail about the topic (W.K.2)
- ✓ Add drawings to a KWL journal about Columbus to provide additional detail (SL.K.5)
- ✓ Prior to listening to "Further Adventures of Christopher Columbus," identify what they know and have learned about Columbus and his voyage

- ✓ Make predictions prior to “Further Adventures of Christopher Columbus,” and then compare the actual outcomes to predictions

Core Vocabulary

ashamed, *adj.* Feeling bad or guilty for something you have done, or because of how you have been treated

Example: I felt ashamed after I was mean to my sister.

Variation(s): none

empire, *n.* A large number of people and places ruled by one person or country

Example: The British Empire was once the largest in the world.

Variation(s): empires

governor, *n.* Someone chosen to make wise decisions in ruling over groups of people


Example: The governor of our state was on the news.

Variation(s): governors

historians, *n.* People who study and teach others about history, which deals with the people and events of the past

Example: Many historians work at museums.

Variation(s): historian

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Image Card 8; Columbus Song Chart; globe [This exercise requires advance preparation.]	10
	Essential Background Information or Terms		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Further Adventures of Christopher Columbus	world map	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Ashamed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Journals	Columbus KWL journals	15



Further Adventures of Christopher Columbus

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Prior to the lesson, it is recommended that you add the lyrics for the new verse below to the Columbus Song Chart. Post Image Card 8 (Natives Watch Columbus) above the new verse.

Begin your review by asking students to retell the main details they learned about Columbus thus far. Use the Image Cards and accompanying song verses that you have posted from the previous lessons to guide the retelling. If students have difficulty, ask questions to guide them and have them utilize the globe in their retelling.



◀ Show image 4A-1: Natives watch Columbus

Now review the read-aloud from the previous lesson, in which Columbus was very happy because he thought he had reached the Indies in Asia. Remind students that when Columbus began exploring, he didn't find as much gold as he expected.

Remind students that you have started each day learning a new song verse to review what they learned in the previous read-aloud. As you point to Image Card 8, ask students to listen to the fourth verse to the tune of "If You're Happy and You Know It," and then have them sing it with you the second time:

Columbus said that he had found the Indies.

Columbus said that he had found the Indies.

He went looking for lots of gold,

But he had no luck, we're told.

'Cause he didn't really sail to the Indies.

Emphasize that Columbus did not find Asia or the Indies, but an entirely different continent and group of people. Show his route

on a globe. Point out that Columbus was right that he could have kept going west to get to Asia, but he didn't realize that there were two continents blocking his path: North America and South America. Emphasize that Columbus still did not realize his mistake.



Essential Background Information or Terms

◀ Show image 4A-2: Native portrait

Explain to students that the people Columbus met on his first visit to the island of Hispaniola in 1492 were not Indians from India, but were native people from the Taino (TI-no) tribe. The peaceful Taino lived in large huts around a central plaza, where they had meetings and ceremonies and where the children played group games. There were thousands of Taino people who had been living on the island of Hispaniola for a very long time before Columbus landed there.

You may wish to make connections to some broad concepts students learned in the *Native Americans* domain, such as the fact that indigenous people lived on the continents of North and South America long before European explorers like Columbus visited and settled in this area. Remind students that there were many, many different tribes of Native Americans in the Americas, each with its own way of eating, dressing, and living depending on the particular region where the members of the tribe lived. Remind students that another term people sometimes use for *Native American* is *American Indian*. Help them understand that the term *American Indian* came about because Columbus mistook the Taino tribe for Indians from the Indies, where he thought he landed.



Making Predictions About the Read-Aloud

◀ Show image 4A-7: Return to King Ferdinand and Queen Isabella

Remind students that at the end of the last read-aloud, Columbus and some of his crew members had just returned to Spain to the palace of King Ferdinand and Queen Isabella, bringing back some gold, fruits, tropical parrots, and other goods.

Tell students that in today's read-aloud, they will hear about Columbus's voyage back to the island of Hispaniola. Ask them to predict what he will find upon his return.

Purpose for Listening

Tell students to listen carefully to hear if Columbus ever finds what he set out to find and to see if their predictions are correct.



Further Adventures of Christopher Columbus

← Show image 5A-1: Columbus at the harbor

- 1 In comparison to the *Niña*, the *Pinta*, and the *Santa María*, that's a lot of ships!
- 2 Remember, he still thinks he's landed in Asia, but you and I know he did not.

When Christopher Columbus set sail from Europe for the second time, he commanded not three, but seventeen ships.¹ He told himself, "I will return to Hispaniola and find the men I left on that island waiting to help me. We will find the wealth of Asia and be rich!" Everything seemed to be working perfectly.²



← Show image 5A-2: Empty beach

- 3 What do you think is going to happen when he gets there this time?

But the most important word in that statement is *seemed*. In fact, this time Columbus was sailing straight into trouble.³ Reaching Hispaniola, he found that the fort his men had assembled from the wooden planks of the *Santa María* was gone. There was no sign of the sailors he had left there either. Something was terribly wrong.



← Show image 5A-3: Changes at Hispaniola

- 4 Remember that these people from the Taino tribe were not Indians from India; they were really Native Americans.
- 5 If you are taking advantage of people, you are treating them unfairly for selfish reasons.

Columbus spoke with a few of the native island people, whom he still insisted on calling Indians.⁴ He learned that while he was away, the Spanish crew had been unkind to the native people and had taken advantage of them.⁵



← Show image 5A-4: Native men working

Columbus had originally come in peace, but his greediness and the greediness of his sailors had changed things on the island. The men who had sailed with Columbus on his second voyage also treated the natives badly and were just as greedy for treasure.

Once more, Columbus and his crew took advantage of the natives. They were forced to work for no pay, carving mines into the high mountainsides. "There is gold in those mountains,"

- 6 Why did they think they would find a lot of gold?



Columbus and his men told one another, “and we did not sail all this way to leave it there.” But they did not find as much gold as they had expected.⁶

◀ **Show image 5A-5: Columbus returns from second voyage**

When Columbus returned to Spain from this second voyage, the king and queen did not like the report he gave them. Isabella said, “We will let you sail a third time for us, but you had better find spices and more gold this time!”



◀ **Show image 5A-6: Columbus’s third voyage**

On this third voyage, Columbus thought, “Surely this time I will find a city rich with gold and spices like those I have heard about,” but all he saw were jungles.⁷ During his search, Columbus became very sick. Weak and discouraged, he ordered his men to head for Hispaniola.

- 7 Why won’t he find an Asian city?



◀ **Show image 5A-7: Columbus is arrested**

When they got there, Columbus was surprised to find that a nobleman sent by Ferdinand and Isabella was waiting for him. The reason the king and queen had sent the nobleman is because they’d heard after the second voyage that Columbus was treating the native people cruelly and was keeping the gold for himself. The nobleman had been ordered to spy on Columbus and to arrest him if this turned out to be true. Indeed the nobleman heard from many people on the island how Columbus and his men had mistreated the native people of Hispaniola. The nobleman announced,⁸ “Christopher Columbus, you are being charged with keeping all the gold and treasures for yourself, and therefore doing a terrible job as **governor**.⁹ The king and queen will decide your fate.”¹⁰

- 8 [Point to the man reading the paper in the picture.]
- 9 Remember, the king and queen made Columbus governor, putting him in charge of all the islands and people he found.
- 10 Columbus is going to jail! They didn’t have jails in Hispaniola, so Columbus had to be taken back to Spain.



◀ **Show image 5A-8: Columbus in jail**

Columbus sailed the long journey home to Spain, not as the ship’s commander, as he had once been, but as a prisoner heading to jail. He wondered how he would be greeted by King Ferdinand and Queen Isabella.¹¹

- 11 What will the king and queen do? What do you think will happen to Columbus?



← **Show image 5A-9: Columbus stands before the king and queen**

At first, when Columbus arrived in Spain, he was thrown in jail. Later, when he appeared before the king and queen, they were shocked by the difference in the man they now saw before them. His hair had turned completely white. His body had grown bent and weak, and the man who had boldly stepped forward in the past now limped into their presence. King Ferdinand and Queen Isabella were **ashamed**.¹² They took pity on Columbus and ordered that he be released from jail.

12 *Ashamed* means they felt badly or guilty for what they had done to him by arresting him.



← **Show image 5A-10: Columbus freed**

They set Columbus free and ordered his share of the wealth to be returned to him. Their majesties shattered Columbus's dreams of returning to his former importance by announcing, "You are free, but you will no longer be the governor of our new **empire**."¹³ They put someone new in charge of Hispaniola and the lands beyond.

13 An empire is like a kingdom. All of the places that Columbus explored were lands that King Ferdinand and Queen Isabella now ruled, just as they ruled Spain.

The king and queen told Columbus, "We will give you one last chance to find the wealth of Asia." They gave him a few old ships that hardly seemed strong enough to make it out of the harbor onto the open sea.



← **Show image 5A-11: Columbus sets sail a fourth time**

So Columbus took those rotting Spanish ships safely across the Atlantic.¹⁴ Sailing up and down the lush, green coast, he searched once more for the Asian cities he still believed must be there. Of course they were not, and not finding them, he did not go ashore to explore. Discouraged, Columbus returned to Spain once again without the gold and spices he desired.¹⁵

14 How many voyages has Columbus been on now? [Count the number of voyages with students.]

15 Why couldn't Columbus find the Asian cities? Where was he really?



← **Show image 5A-12: Columbus looking at a map**

Christopher Columbus never set sail again. He died still believing that he had found the Indies, but other explorers disagreed. They realized that, instead of Asia, Columbus had actually found a place that Europeans had never known about between Asia and Europe. Because they had never before known about this place and it was new to them, they called it the New World.¹⁶

16 Remember how we had two continents, North and South America, covered with blue paper on our globe? Once other explorers figured out they were there, they called these lands the New World. Later, the name was changed to America.



← **Show image 5A-13: Young Columbus sets sail**

17 What happened on that day?
(Columbus spotted land in North America.)

18 or people who study the past

Today, every year on October 12, Americans remember Christopher Columbus's arrival in the Americas back in 1492.¹⁷ This day is called Columbus Day. Later, you will learn about a group of people called the Vikings who came to North America even before Christopher Columbus did. **Historians**¹⁸ from many countries have researched and retold the story of Christopher Columbus many times over. It means different things to different people, but one thing we know for sure is that Columbus's mistake changed the world.

Discussing the Read-Aloud

15 minutes

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. Were your predictions about what Columbus would find on his return visit correct? (Answers may vary.)
2. *Literal* What happened on the island of Hispaniola while Columbus was back in Spain after his first voyage? (His men treated the natives badly and made them work very hard.) Did the men continue to mistreat the natives when they returned after the second voyage when Columbus was governor? (yes)



← **Show image 5A-4: Native men work as slaves**

3. *Literal* What kinds of things did Columbus's men make the slaves do? (They made the men dig mines in search of gold.)
4. *Literal* What happened to Columbus when he returned to Spain after his second voyage without the riches he promised Ferdinand and Isabella? (The king and queen thought he was keeping gold for himself and sent a nobleman to Hispaniola

to spy on Columbus. Later, the king and queen had Columbus arrested and thrown in jail for not bringing enough gold and for the mistreatment of the natives.)

5. *Inferential* Did they ever free Columbus? (yes) Why? (They felt ashamed of how they treated him when he had helped them grow their empire. Spain now ruled over all the lands that Columbus and his men took over.)
6. *Literal* What did Columbus think he'd found? (the Indies)
7. *Evaluative* What reasons does the author of the read-aloud give to support the statement that the king and queen were upset with Columbus? (He did not find gold and spices or he was keeping the gold for himself; he was treating the natives badly.)
8. *Inferential* Today, we know a lot about Columbus because of historians—people who study the past. Our country remembers Columbus on Columbus Day on October 12. What happened on that particular day, October 12, in 1492? (Columbus sighted land on his first voyage and came upon the Americas, even though he didn't know that's what it was.)

[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.

9. *Evaluative Think Pair Share:* Native Americans had been living in the Americas for thousands of years. The New World wasn't really new, except to the people from Europe. Once people in Europe heard about the new land between Europe and Asia, what do you think they did? (Answers may vary.)
10. 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: Ashamed

5 minutes

1. In the read-aloud you heard, “King Ferdinand and Queen Isabella were *ashamed* [of how they treated Columbus].”
2. Say the word *ashamed* with me.
3. *Ashamed* means feeling bad or guilty for something you have done, or because of how you have been treated.
4. You might feel ashamed if you grab a toy from a baby and the baby starts to cry.
5. Are there things Columbus and his crew did for which they should have felt ashamed? What were they? Use the word *ashamed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Columbus and his crew should have felt ashamed when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some phrases to you. If the person in the phrase might feel ashamed, say, “He or she should feel ashamed.” If the person wouldn’t feel ashamed, say, “He or she should not feel ashamed.”

1. a boy who takes a piece of gum from his mother’s purse without asking (He should feel ashamed.)
2. girls and boys who tease other children (The girls and boys should feel ashamed.)
3. a girl who wins her baseball game (She should not feel ashamed.)
4. a woman who honks her horn impatiently at people crossing the street (She should feel ashamed.)
5. a man who writes a great story (He should not feel ashamed.)



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

Know-Wonder-Learn Journals

Read the following summary aloud to the students. “Columbus himself never knew he had gone to a continent other than Asia. He felt sure that he had found the Indies—he thought he just hadn’t landed in the right place to find all of the gold. Many explorers who came after Columbus said that he discovered a New World, which they called *America*. But Columbus wasn’t actually the first explorer to land in the Americas. And the New World wasn’t really new, except to the people from Europe. Native Americans had been living there for thousands of years. Christopher Columbus’s arrival was a terrible thing for the Native Americans. However, Columbus’s voyages did force two very different groups of people—Europeans and Native Americans—to learn about each other and share the things they made and the things they knew with each other. This was a big change from the time when Europeans didn’t even know that the continents of North and South America were there, and Native Americans didn’t even know that Europe was there.”

Tell students that today they will finish their Columbus KWL journals by drawing what they have learned about Columbus on the last page. Distribute the journals. Ask students to turn to the next blank page in their journals and to write an ‘L’ for *Learn* at the top of the page. Ask students to draw pictures showing what they have learned about Columbus. Tell them they can refer to the Image Cards and song or song verses for ideas. 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. Encourage them to describe their pictures using domain vocabulary.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of Christopher Columbus. The other activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify the continents of North America, South America, Europe, Africa, and Asia
- ✓ Explain why Europeans wanted to travel to Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult
- ✓ Explain why Columbus called the land where he landed India and the inhabitants Indians
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed

Student Performance Task Assessment

10 Where Are We?

Materials: Instructional Master PP-1; Image Cards 9 (Europe), 10 (Asia), 11 (Africa), 12 (North America), 13 (South America)

Using Instructional Master PP-1, assess students' knowledge of the continents that were involved in Europeans' search for a route to Asia. You may wish to display Image Cards 9–13 as students complete this assessment. Read each of the following statements and ask students to circle the map on Instructional Master PP-1 that corresponds with the continent(s) described in the question.

1. People from Europe wanted to travel to the Indies in Asia five hundred years ago. People like the families of Giovanni and Sophia were seeking spices and riches. Which map shows Europe circled?
2. Europeans could not get to Asia by walking east since the land route was closed. Which map shows Asia circled?
3. Many navigators proposed sailing by ship around Africa. Which map shows Africa circled?
4. Columbus had a different idea than most navigators about getting to Asia. Instead of sailing east around Africa, Columbus wanted to sail west from Europe to get to Asia. But Columbus did not find Asia or India as he thought on his first voyage in 1492. [Emphasize that Columbus did not realize his mistake.] Later, European explorers realized that Columbus had found a new place that they had not known was there, and they called it the New World. What two continents did Columbus and other Europeans not know were there? What two maps show North American and South America circled?

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Class Book: Columbus and the Pilgrims

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about Columbus's voyages, such as where he thought he was, where he actually was, and any other pertinent information. Have each student choose one idea to illustrate, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *shore*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

You Were There: Christopher Columbus's Journey

Have students pretend that they were on the ship with Christopher Columbus. Ask students to describe what they saw and heard. Consider extending this activity by adding independent drawing associated with the "You Were There" concept.

The Size of a Ship

Materials: Measuring tape; masking tape

Ask students to recall the names of Columbus's three ships from his first voyage as well as the names of the king and queen of Spain who provided the ships. Tell students approximately how many feet long your classroom is, and how many classrooms put together would be as long as the *Niña* (50 feet), and how many classrooms put together would be as long as the *Santa María* (120 feet). The *Pinta* was somewhere in between the *Niña* and *Santa María* in terms of size. Consider marking out 50 feet and 120 feet on the ground with masking tape the next time you go out for recess to give students an idea about the size of each one of Columbus's ships. Remind students that Columbus and the sailors spent several months at sea aboard these ships during a voyage.

The Size of the World

Materials: Globe; grapefruit; orange

Explain that Columbus didn't know the world was so big. He knew the world was round, but pictured a much smaller sphere. You may wish to show students a large grapefruit and an orange. Explain that the grapefruit represents the actual size of the world while the orange represents how big Columbus and others in his day thought it was.