



Colonies in Native American Lands

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the continents of Europe and North America
- ✓ Identify the reasons the Pilgrims left England

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 the connection between the Separatists' dissatisfaction with King James and their pilgrimage to the New World (RI.K.3)
- ✓ With prompting and support, describe an illustration of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to check and support understanding of the read-aloud (RI.K.7)
- ✓ With assistance, categorize and organize facts about Columbus and the Pilgrims into a timeline to answer questions (W.K.8)
- ✓ Add drawings or other visual displays to descriptions as desired to provide additional detail to a timeline of the events pertaining to Columbus and the Pilgrims (SL.K.5)
- ✓ Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages

- ✓ Distinguish “Colonies in Native American Lands” as a read-aloud that describes events that happened long ago from one that describes contemporary or current events

Core Vocabulary

colonies, *n.* Areas of land where native people are ruled by people from another country

Example: Many people wanted to start colonies in the new land.

Variation(s): colony

disappointed, *adj.* The feeling that things did not work out as expected or desired

Example: We were disappointed when the ice cream truck didn’t come down our street.

Variation(s): none

explorers, *n.* People who travel to unknown places

Example: The Europeans sent explorers across the ocean to discover new lands.

Variation(s): explorer

religion, *n.* A set of shared beliefs, often involving the worship of a higher being, which provide guidance for ways to live on Earth


Example: Martha says her daily prayers as part of practicing her religion.

Variation(s): religions

refused, *v.* Declined to do something

Example: My brother refused to put his boots on before he went out to play in the snow.

Variation(s): refuse, refuses, refusing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Introduction to the Pilgrims		10
	Where Are We?	world map	
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Colonies in Native American Lands	world map	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Disappointed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 14; masking tape; string, ruler, index cards	15
<i>Take-Home Material</i>	Family Letter	Instructional Master 6B-1	*



Colonies in Native American Lands

6A

Introducing the Read-Aloud

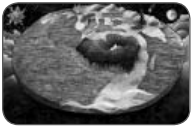
10 minutes

Introduction to the Pilgrims

Remind students that Columbus's first voyage to America was in 1492. Ask if they remember what he was hoping to find. (gold and spices) Tell them that Columbus's voyages sparked European interest in what they believed was newly discovered land. Many people from Europe became interested in the Americas. Tell them that the next few read-alouds take place more than one hundred years after Columbus's first voyage. They tell the story of a group of people called the Pilgrims who traveled from Europe to America for very different reasons than Columbus did.

Where Are We?

Remind students that Columbus died believing that he had reached the Indies, but that future explorers proved him wrong. Many new discoveries were made over the next one hundred years, and the more people discovered, the more their map of the world changed.



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

Show students a map of the world in Columbus's time, and then show them a world map of today. Have students compare the two. Tell students that today's map looks very much like the map used during the time of today's read-aloud about the Pilgrims. Be sure to point out the continents and oceans on this map.

Tell students that today's read-aloud begins on the continent of Europe. Ask them if they remember the names of any European countries from the previous read-alouds. (Italy, Spain, etc.) Tell them that today's read-aloud takes place in a country called England. Locate England on a world map, and note its location relative to Spain, where King Ferdinand and Queen Isabella lived, and Italy, where Giovanni and Sophia lived.

Essential Background Information or Terms

Remind students that they are going to hear a story about a group of people called the Pilgrims. Then tell them that the Pilgrims were not always called Pilgrims. That is because the word *pilgrim* means someone who makes a very long journey, far from home. When the story first begins, the Pilgrims had not left home, so they were not pilgrims yet. Instead, they were known as the Separatists.

Purpose for Listening

Tell students to listen very carefully to the read-aloud to find out why the Separatists wanted to leave England.



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◀ Show image 6A-1: Explorers

- 1 [Pause for responses.] That's right; it was Spain.
- 2 Explorers travel to unknown places to find or learn new things.
- 3 [Point to these places on the world map.]
- 4 North America and South America were not on Columbus's map, but are they on the map you looked at from one hundred years later?



◀ Show image 6A-2: *The Susan Constant*, *Godspeed*, and *Discovery* heading to the Jamestown settlement

- 5 Europeans began to settle in various places in America. Colonies are lands ruled by another country. Describe what you see in the picture. [If students mistakenly identify these three ships as Columbus's ships, explain that these are three different ships heading to the first permanent English colony in America, at Jamestown.]
- 6 or beliefs
- 7 Do you think this might have made some people unhappy if they had different beliefs than the king?



◀ Show image 6A-3: Church of England

Do you remember which country's king and queen helped Columbus sail across the ocean from Europe? ¹ Columbus was one of the first **explorers** to visit what they called the New World. ² But after Columbus's voyages, many other countries in Europe began sending their own explorers, hoping to find gold and jewels. Their men sailed westward from France, Portugal, The Netherlands, and England. ³ For the next one hundred years, European explorers and their ships sailed back and forth across the Atlantic Ocean, exploring the continent of North America and updating their maps based on their discoveries. ⁴

As time passed, the Europeans began to build **colonies** in America. ⁵ Years before, Columbus tried to start a colony in Hispaniola by claiming that the land he discovered belonged to King Ferdinand and Queen Isabella. Now, one hundred years later, other Europeans were doing the same thing. In 1607, the English people started one of the first colonies in the New World. They named it Jamestown after their ruler, King James I.

King James was well-liked by the English people, but sometimes he used his power badly. As head of the Church of England, King James declared that everyone in his kingdom must share his **religion**. ⁶ They must all attend the Church of England, the king's church, and pray as the king prayed. The English people had no choice. ⁷

Now, most people in England followed the king's command, but there were some English people who did not. One group was known as the Separatists. The Separatists had their own beliefs

- 8 The word *disappointed* means feeling that things did not work out as planned.
- 9 If they stopped going to the king's church, were they breaking his rules? What do you think will happen?
- 10 The Separatists said they would not go to the king's church on Sunday.
- 11 Here the word *fine* means to pay money as a form of punishment. The word *fine* can also mean good, acceptable, or OK.



- 12 Some people were not nice to them, which made the Separatists very unhappy about living in England.
- 13 That means that other people had a choice about what religion they wanted to practice.

about how to pray. They were **disappointed** with the king's church.⁸ So, they formed their own church and began meeting in homes.⁹

Well, when they **refused** to attend the Church of England, the king was furious.¹⁰ "If you miss the Sunday worship service," he told them, "you must pay a fine (or money). And," he warned them, "if you continue to miss church services, I will command my soldiers to arrest you and throw you in jail."¹¹

You can imagine how upset the Separatists became. They lived in fear of being arrested and thrown in jail. One woman whispered to a friend, "I think someone working for the king has been watching our house." Her friend looked around nervously to make sure that no one else was listening, and then said, "My husband thinks someone has been following us in the streets to see if we are going to our own prayer meetings instead of going to church. Who knows which of us might be next?"

◀ **Show image 6A-4: Separatists decide to leave England**

Life became harder and harder for the Separatists in England. Other people looked at them curiously, and they did not know what to do.¹² They heard that people in other countries were able to worship as they pleased.¹³ And so, the decision was made to leave Europe behind. They would look for a way to reach North America. The Separatists were about to begin a pilgrimage, or journey, to this continent that was brand new to them. From here on, they would be known as the Pilgrims.

Comprehension Questions

10 minutes

1. *Literal* After Columbus died, did any Europeans ever sail westward across the Atlantic Ocean again? (Yes, many more explorers followed Columbus to North America.)
2. *Inferential* The read-aloud says that the English wanted to start a colony in North America. Why do you think that they wanted to have colonies in this unknown place? (Answers may vary.)
3. *Inferential* What rule did King James have that the Separatists did not like? (He commanded that everyone practice his religion; they had to attend his church, the Church of England, and pray like he did.)
4. *Literal* How did the Separatists anger King James? (They refused to attend the king's church, the Church of England.)
5. *Literal* What happened to people who wouldn't go to the Church of England? (They had to pay the king money and risk being arrested.)

[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.

6. *Evaluative Think Pair Share:* If you were a Separatist, how would you feel about moving all the way across the ocean? Tell why. (Answers may vary.)
7. 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: Disappointed

5 minutes

1. In the read-aloud you heard, “[The Separatists] were *disappointed* with the king’s church.”
2. Say the word *disappointed* with me.
3. Disappointed is the feeling you get when something isn’t what you expected or hoped for, or when something you wanted to happen didn’t happen.
4. You might feel disappointed if you really wanted chocolate ice cream and the ice cream shop ran out of chocolate.
5. Tell me about a time you felt disappointed. Use the word *disappointed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt disappointed 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 sentences to you. If you might feel disappointed by the occasion described in the sentence, say, “I would feel disappointed.” If you wouldn’t feel disappointed, say, “I would not feel disappointed.”

1. You got the bicycle you wanted for your birthday. (I would not feel disappointed.)
2. It rained on a day you were hoping to go to the beach. (I would feel disappointed.)
3. Your friend got sick and couldn’t come over to play. (I would feel disappointed.)
4. Pizza was for dinner, and it’s your favorite food. (I would not feel disappointed.)
5. You planted a seed, and it didn’t grow. (I would feel disappointed.)



Complete Remainder of the Lesson Later in the Day



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6_B

Extensions

15 minutes

Timeline

Create a timeline using an eight- to ten-foot length of string and nine index cards. Stretch the string across a wide expanse of wall, marking it off in one-foot increments. Label seven of the index cards with a calendar date, using the following dates: 1400, 1500, 1600, 1700, 1800, 1900, and 2000.

Place the first index card (1400) at the beginning of the string on the left-hand side. Then, place each of the other index cards in order, leaving one foot for each span of one hundred years. Leave some room beyond the final 2000 date for recording the date of the current year.

Remind students that the read-alouds they have been hearing are true stories from a very long time ago. Point to the timeline that you have created, and ask them to guess what it might be. Tell them that it is called a timeline. Explain to them that the numbers on each of the index cards are calendar dates. Ask if anyone can read any of the numbers. If not, point to 2000 and say, “This is the year 2000.” Once you have an answer, tell them that you are going to make a new index card with the current year written on it. Write it on an index card and tape it to the right of the year 2000. If you have a class picture, tape it above the number. Then, count backwards together to the other end of the timeline: 2000, 1900, 1800 . . . until you reach 1400. Ask if anyone can guess how many years are between each number. Ask if anyone can guess why the timeline begins with 1400. Tell them that you started with the year 1400 because Columbus sailed to North America in the 1400s. Ask if anyone remembers the actual year of his first voyage. (1492) Write the number on an index card and tape it just to the left of 1500, explaining that it was at the end of the 1400s, nearly 1500 when Columbus sailed. Then, tape Image Card 14 (Columbus) above the date.

If time permits, reinforce the one-hundred-year increments by counting by 100s. Point to 1400 and jump to 1500, 1600, 1700, etc., saying, “one hundred, two hundred, three hundred . . . ” Tell students that you will add to the timeline as you learn more about the Pilgrims. Ask if anyone wants to make a guess about where the Pilgrims will be on the timeline.

Take-Home Material

Family Letter

Send home Instructional Master 6B-1.