



The New World

1

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- ✓ Locate the thirteen original colonies
- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation

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:

- ✓ Describe an illustration of Native Americans and use pictures and detail in “The New World” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast indentured servants and slaves in “The New World” (RI.1.9)
- ✓ Plan and draft an informative/explanatory text that presents information from “The New World” about the thirteen colonies (W.1.2)

- ✓ With assistance, create and interpret a timeline of the settlement of North America
- ✓ Share writing with others

Core Vocabulary

colony, n. A region or place ruled and controlled by a far-away country

Example: Massachusetts was a British colony in America before the American Revolution.

Variation(s): colonies

freedoms, n. Personal liberties or rights to determine personal action

Example: As the oldest child, my sister has certain freedoms I do not have, including a later bedtime.

Variation(s): freedom

government, n. The group of people who makes decisions and laws for a larger group of people

Example: The government passed a law that said that people could not smoke in public buildings.

Variation(s): governments

indentured servants, n. People who must work for another person for a specified time, in exchange for learning a trade or for passage to America

Example: After the indentured servants completed ten years of work, they were then permitted to choose where they wanted to live and where they wanted to work.

Variation(s): indentured servant

settlements, n. Regions or places where a group of people move to live


Example: The English had settlements throughout North America.

Variation(s): settlement

slaves, n. People who work for others for no pay and do not have the freedom to make personal choices

Example: The farm owner had two slaves who worked in the fields picking cotton from early morning until dark every day.

Variation(s): slave

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Where Are We?	world map or globe; chart paper, chalkboard, or whiteboard	
	Timeline	Image Cards 1–3; chart paper, chalkboard, or whiteboard; world map or globe [This exercise requires advance preparation.]	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The New World		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Freedoms		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 4	20
	Working With Maps	Instructional Master 1B-1; drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2, 1B-3	*



The New World

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Ask students to first name the country in which they live, and then the state in which they live. Younger students often confuse the concepts of country and state, and when asked to name the country may respond by naming the state. If this happens, be sure to acknowledge that they have accurately provided the name of the state in which they live, but that you are asking them to name the country in which they live, of which their state is a part.

Tell them that there has not always been a country or nation known as the United States of America made up of different states such as [insert the name of the state in which you live]. Tell them that for the next several days they will be learning about some of the important events and people responsible for the creation of our country, the United States of America.

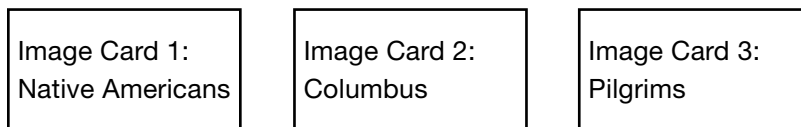
Where Are We?

Using a world map or globe, ask students if they can locate the continent of North America, on which the United States of America is located. To clarify the relationship between the concepts of continent, country, and state, draw three concentric circles on chart paper, a chalkboard, or a whiteboard. Label the outer circle North America, the second circle the United States of America, and the innermost circle with the name of your state. Then, using the world map or globe, ask students to identify the part of North America that we call the United States of America. Finally, assist students in identifying the location of their own state.

Timeline

Note: The intent of this first lesson is to review information that students have learned earlier in the Core Knowledge Language Arts program. This knowledge provides the foundation for subsequent lessons in this domain. In the timeline activity below, students are asked to recall what they already know about Native Americans, Columbus, and the Pilgrims. In this activity, it is not necessary to provide an exhaustive review of each of these topics. Rather, the purpose is to orient students to the topics that will be addressed in the read-aloud.

On a large piece of chart paper, a chalkboard, or a whiteboard, create a timeline similar to the one shown below.



Remind students that, in the Kindergarten Core Knowledge Language Arts program, they learned about the first-known people who lived in North America, the Native Americans. Tell students that you are going to place a picture of Native Americans—Image Card 1 (Native Americans)—at the left end of the timeline to help them remember that Native Americans were the first people known to live in North America. Ask students to share what they remember about Native Americans.

Next remind students that they also learned in Kindergarten about a European explorer named Columbus who traveled by ship to the continent of North America. Use the world map or globe to point out Europe and the general transatlantic route taken by Columbus in sailing to North America. Ask students to share what they remember about Columbus's travels. Tell them that you are going to place a picture of Columbus—Image Card 2 (Columbus)—on the timeline to show that he came to North America many years after the Native Americans who had been living there for many, many years.

Now explain to students that after Columbus's voyages, more and more groups of people from various countries in Europe

decided to make the trip across the Atlantic Ocean to explore North America. Remind students that one of these groups was the Pilgrims who came from England and landed at Plymouth Rock, along the coast of North America. Use the world map or globe to point out the approximate location of the Pilgrims' landing in Massachusetts. Ask students to share what they remember about the Pilgrims and their travels. Tell students that you are going to place a picture of Pilgrims—Image Card 3 (Pilgrims)—on the timeline to show that the Pilgrims came to America after Columbus.

Explain to students that, in the early part of the domain when they hear about the Pilgrims and other settlers who came from England, those settlers are called English settlers because they came from a country called England. Later, many years after the first English settlers arrived in North America, the country of England became part of a new and larger country known as the United Kingdom of Great Britain and Northern Ireland, commonly referred to as Great Britain or, simply, Britain. Because of this change, students will hear references to England and English settlers when learning about the early colonial time period before 1707, and they will also hear references to Great Britain, Britain, and the British for the time period after 1707.

Purpose for Listening

Tell students that the Pilgrims were not the first English people to settle in North America. In fact, English people had settled in other places in North America before the Pilgrims. Tell them that in today's read-aloud they are going to learn about some of the other places in North America where the English settled, both before and after the Pilgrims' arrival. Ask students to listen to find out about other English settlements in North America.



- 1 The part colored red is the United States.

The New World

◀ Show image 1A-1: North America

This is the North American continent, where we live today.¹ Many hundreds of years ago, life in North America was very different than it is today.



- 2 [Ask students to describe what they see in this illustration.]

◀ Show image 1A-2: Native Americans²

The first people who lived in North America are known as Native Americans. The Native Americans lived in groups called tribes in different regions of North America. There were no stores like we have now, so they had to find or make everything they needed to survive, whether it was food to eat, clothing to wear, or a house in which to live.



- 3 [Point to illustration of Columbus.]
4 Do you remember what Columbus was looking for when he first set sail from Europe? (spices, gold, and other treasures)

◀ Show image 1A-3: Columbus aboard ship

Hundreds of years later, a European explorer by the name of Christopher Columbus³ sailed and reached North America, but that was not where he had planned to go.⁴ Columbus set sail from Europe, hoping to find a quicker way to reach India and China, where spices, gold, and other riches were plentiful.



- 5 [Point to the Native Americans.] Who are these people? [Encourage students to use both terms, Native Americans and Indians.] Why did Columbus call the people Indians?

◀ Show image 1A-4: Columbus and Native Americans

But in 1492, when Columbus actually reached land, after he “sailed the ocean blue,” he and his crew did not arrive in India or China. They landed instead in North America where they met the native people who lived there.⁵



- 6 [Point to North America and Europe on the map.]
7 [Remind students that the European explorers called North America the “New World” because it was “new” to them, as compared to the countries of Europe from which they came.]

◀ Show image 1A-5: World map

After Columbus, sailors from different countries in Europe traveled to North America. Portugal, Holland, Spain, France, and England all sent explorers to North America, continuing to hope to find riches and goods that they might bring back to trade and sell in Europe.⁶ Everyone was interested in this “New World.”⁷



← **Show image 1A-6: Thanksgiving: Pilgrims and Native Americans**⁸

- 8 [Point to illustration and ask students if they recognize the event that is shown. (Thanksgiving)]
- 9 When people start settlements, they move to a new place to live.

The English did not want to just visit the New World. They were interested in starting **settlements** in order to live there.⁹ They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. You probably remember that English Pilgrims landed at Plymouth Rock in the 1600s, about a hundred years after Columbus. The Pilgrims had great difficulty adjusting to their life in the New World because it was very different from the city life they knew in Europe. The Native Americans that the Pilgrims met helped them survive, especially during that first year.



← **Show image 1A-7: Map of the United States of America with Massachusetts, Virginia, and North Carolina highlighted**

- 10 [Point to Massachusetts.] This is where the Pilgrims landed and lived.
- 11 [Point to the area off the coast of North Carolina.]
- 12 [Point to Virginia.]
- 13 A government is a particular group of people who make decisions and laws for the people who elect them.

The Pilgrims were not the only English people to start settlements in North America. In fact, before the Pilgrims ever arrived at Plymouth,¹⁰ other English men and women had settled in two other places. The first English **colony** was on Roanoke Island,¹¹ followed by a colony at Jamestown.¹² A colony is a place that is ruled by a faraway country. So, the English men and women who moved to and settled Roanoke Island and Jamestown did not make their own rules or laws. The English king and **government** ruled the colonies.¹³



← **Show image 1A-8: Baptism of Virginia Dare**

- 14 [Explain that the people are English settlers watching the baptism of Virginia Dare.] A baptism is a Christian religious ceremony that sometimes takes place after a baby is born.
- 15 The colony was not really lost, but the colonists were never seen again.

The first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare.¹⁴

We don't really know what happened to Virginia Dare or the other English settlers living on Roanoke Island, because they mysteriously disappeared several years after they arrived. For this reason, Roanoke Colony is often called "The Lost Colony."¹⁵ Some people think life was so difficult on Roanoke Island that the colonists left their settlement and went to live with some of the Native American tribes in the area. Remember, the Pilgrims had difficulty, too, and depended upon the Native Americans to help

them grow and find food. Some people think the Roanoke Island settlers may have gone to live with the Native Americans since they may have run out of food.



← **Show image 1A-9: English landing at Jamestown**

It was another twenty years after the Roanoke Colony before the English tried to settle again in North America. When they did, one hundred English men and boys sailed up a river from the Atlantic Ocean and named the river “James” in honor of the king of England. The settlement they founded was called “Jamestown.”

Like the other English settlers, the people who came to Jamestown met the Native Americans who were already living in this area. The English wanted to trade goods with them and were especially interested in acquiring the Native Americans’ beaver and deer skins to send back to England, where they were able to sell them for a high price.



← **Show image 1A-10: Map of thirteen colonies**

As time passed, more and more settlers from Great Britain arrived in North America.¹⁶ All up and down the East Coast of North America they formed more colonies, where they started new lives for themselves. By 1732, there were thirteen British colonies in North America: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.¹⁷

16 [Remind students that at this time, many years after the first English colonists arrived in North America, the country they came from was now known as Great Britain or Britain.]

17 The people living in the thirteen colonies in North America were ruled and controlled by the king and government of Britain.



← **Show image 1A-11: Map showing route from Africa to North America**

The British did not accomplish the hard work of setting up colonies all by themselves. They especially needed lots of helpers to clear and farm the land. European ships brought people taken from the continent of Africa to work in the New World.¹⁸ The first Africans to arrive at Jamestown were probably **indentured servants**. This meant that they were forced to work with no pay for the English colonists for a certain number of years. During this

18 [Point to Africa and trace the route from that continent to North America.]

time, the Africans were not free to live or work anywhere else until they had finished working for the agreed-upon number of years. After that time, they were free to live and work where they wanted, and to be paid for that work.

As the British colonies grew, more and more workers were needed. Before long, many people from Africa were forced to come to North America and were no longer treated as indentured servants. They were **slaves**. The slaves did not share the **freedoms** enjoyed by the colonists.¹⁹ They could not leave their farms without permission, and it was against the law for anyone to teach a slave to read or write.

As the colonists settled in the colonies, more changes were to come.

¹⁹ Freedoms are rights to decide what you want to do or how you want to live.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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. *Literal* Who were the very first people known to live in North America? (Native Americans; Indians)
2. *Literal* English Pilgrims settled Plymouth Colony. Name two other English colonies in North America that were settled before the Pilgrims arrived in Plymouth. (Roanoke Island or "The Lost Colony"; Jamestown)
3. *Inferential* Why is Roanoke Island called "The Lost Colony?" (because the colonists mysteriously disappeared)



◀ Show image 1A-10: Map of thirteen colonies

4. *Literal* [Point to the colonies on this map.] How many British colonies were settled in North America? (thirteen)

5. *Evaluative* Were the first Africans that arrived in Jamestown indentured servants or slaves? (indentured servants) In what ways were indentured servants and slaves similar? (They both had to work, at least for a period of time, without getting paid and without having freedom.) In what ways were they different? (An indentured servant had to work for a certain number of years and was then free to choose what work to do and where to live. A slave was never free and always had to work for no money.)
6. *Inferential* Why did the colonists want indentured servants and slaves? (to do the hard work needed to start the colony, like clearing the land and farming)
7. *Literal* Who governed and ruled the thirteen British colonies—the king of Great Britain or the people who lived in the colonies? (the king of Great Britain and the British government)

[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 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.

8. *Evaluative Think Pair Share:* If you could travel back in time, would you rather be one of the Native Americans who first lived in North America, one of the sailors who traveled with Columbus, or one of the English colonists? What do you think you might like and dislike about living in that time? (Answers may vary.)
9. 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: Freedoms

5 minutes

1. In the read-aloud you heard, “The slaves did not share the freedoms enjoyed by the colonists.”
2. Say the word *freedoms* with me.
3. Freedoms are rights to decide what you want to do or how you want to live.
4. I have more freedoms now than when I was younger. For example, one of my freedoms now is to choose what clothes I want to wear to school.
5. What other freedoms do you enjoy? Think about things that perhaps you can do now as a first grader that you were not permitted to do when you were in Preschool or Kindergarten. Try to use the word *freedoms* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is one of my freedoms.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a possible freedom. If it is one of the freedoms that you have in your family, say, “I have that freedom.” If it is not one of the freedoms you have in your family, say, “I do not have that freedom.” (Answers may vary for all.)

1. picking out what clothes to wear to school
2. deciding when it’s time to go to bed
3. crossing the street by yourself
4. deciding what to watch on TV
5. choosing what to eat for lunch



Complete Remainder of the Lesson Later in the Day



The New World

1B

Extensions

20 minutes

Timeline

Display the timeline that you completed prior to the read-aloud, and briefly review what each image represents. Remind students that the Pilgrims were not the only English people to settle in North America. By the early 1700s, people from Great Britain had settled in thirteen different colonies along the East Coast of North America. Show image 1A-10, the map of the thirteen colonies, and assist students in pointing out the colonies. Place Image Card 4 (Thirteen Colonies) on the timeline after the Pilgrims Image Card. Ask students why Image Card 4 (Thirteen Colonies) is placed after the image of the Pilgrims. (The thirteen colonies were settled after the Pilgrims settled a new colony in what is now Massachusetts.)

Working with Maps (Instructional Master 1B-1)

Reread the following from the read-aloud:

All up and down the East Coast of North America, [the British] had formed more colonies, where they started new lives for themselves. By 1732, there were thirteen colonies in North America: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Give each student a copy of Instructional Master 1B-1. Explain that this is a map showing the thirteen colonies in America. Name each colony and have students locate it on the map. Have students color the thirteen colonies.

On the back of the paper, have students write a sentence about the thirteen colonies using what they have learned. Some students may need to dictate their sentences to an adult, whereas others may write their sentences independently. Give students the opportunity to share their writing with a partner or with the entire class.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2 and 1B-3.