

Christopher Columbus

Grade Level: 1st Grade

Written by: April Dowdy, Cardinal Community Academy

Length of Unit: Six lessons, 8-10 days

I. ABSTRACT

Who was Christopher Columbus? In this unit students will learn about the man, good and bad, through the reading of Jean Fritz's book, *Where do you think you're going, Christopher Columbus?* By conducting and analyzing a survey, the students will learn about some of the common myths about this man. They will also make their own pop-up book, identifying the important aspects of Christopher Columbus' life and voyages across the Atlantic Ocean. Students will understand the reasoning behind this daring voyage, as well as learn about the successes, failures and atrocities of the Spaniards along the way. In the end, the students can draw their own conclusions about Christopher Columbus. Was he a success or a failure? It's all a matter of opinion.

II. OVERVIEW

A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
2. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
3. Students write and speak for a variety of purposes and audiences. (Colorado State Reading and Writing Standard #2)

B. Content from the *Core Knowledge Sequence*

1. Christopher Columbus (page 29)

C. Skill Objectives

1. The students will participate in creating a K-W-L chart about Christopher Columbus.
2. The students will conduct a survey in order to investigate other's perceptions about Christopher Columbus.
3. The students will analyze the results of the survey about Christopher Columbus.
4. The students will understand that most people during the time that Christopher Columbus lived believed that the earth was round, like a ball.
5. The students will conduct their own experiment to determine how people could have concluded that the earth was round.
6. The students will identify the main ideas about Christopher Columbus' life and voyage.
7. The students will illustrate the main ideas about Christopher Columbus for their own book.
8. The students will demonstrate how merchants traded with people in order to gain something valuable.
9. The students will compare a map of 1492 with a modern map.
10. The students will identify the three ships used in Columbus' initial voyage

- across the Atlantic Ocean.
11. The students will list important items needed for a lengthy voyage across the ocean.
 12. The students will understand that Columbus' main purpose for his voyage was to find a new route to the Indies.
 13. The students will understand how the Native Americans came to be called Indians.
 14. The students will demonstrate the route that Christopher Columbus took by using their own ship and a large world map.
 15. The students will identify the Spanish symbol often seen on the sails of their ships.
 16. The students will draw their own conclusions about the character of Christopher Columbus.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Brenner, Barbara. *If You Were There in 1492*. New York: Bradbury Press, 1991. ISBN 0-02-712321-9.
2. Fritz, Jean. *Where do you think you're going, Christopher Columbus?* New York: G.P. Putnam's Sons, 1980. ISBN 0-698-11580-5.
3. Hirsch, E.D., Jr. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1997. ISBN 0-385-31987-8.

B. For Students None

IV. RESOURCES

- A. *Where do you think you're going, Christopher Columbus?* by Jean Fritz (Lessons Three–Six)
- B. *A Picture Book of Christopher Columbus* by David Adler (Lessons Two & Four)

V. LESSONS

Lesson One: A "Survey" of Christopher Columbus (30 – 45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students know how to use the processes and resources of historical inquiry.
 - c. Students write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Christopher Columbus
3. Skill Objective(s)
 - a. The students will participate in creating a K-W-L chart about Christopher Columbus.
 - b. The students will conduct a survey in order to investigate other's

perceptions about Christopher Columbus.

- B. *Materials*
 - 1. K-W-L chart on large piece of poster board or paper (See Appendix A)
 - 2. Appendices B-1 & B-2 – Make five copies of this survey for each student
- C. *Key Vocabulary*
 - 1. Myth
- D. *Procedures/Activities*
 - 1. Begin this unit by asking the students what they already know about Christopher Columbus. They should have gained some information about Columbus in Kindergarten or may have heard about him from family and friends when Columbus Day comes around.
 - 2. Introduce the K-W-L chart and explain what each letter stands for on the chart (what they **Know**, what they **Want** to know and what they've **Learned**). Fill in the **K** column about what the students already know, or think they know about Christopher Columbus.
 - 3. After the **K** column has been completed, have the students fill in the **W** column with questions about what they want to know about Columbus. Encourage them to ask questions about his family, education or job. Tell the students that together we will attempt to answer every question. Also, encourage them to add additional questions as they learn more about Columbus.
 - 4. Explain to the students that almost all famous people of long ago have stories told about them that are true and untrue. These untrue stories about people are often called myths. After all, Christopher Columbus lived a long time ago. And when stories are passed from person to person, the stories often get changed.
 - 5. Tell the students that they will be responsible for asking at least five other people a few questions about Columbus to find out if other people have different or the same viewpoints about Columbus. They will also find out if what people know about Christopher Columbus is accurate. (See Appendices B-1 and B-2 for the list of questions.)
 - 6. Review with the students the questions on Appendices B-1 and B-2. Make sure that they understand each question and encourage them to give their own answers to these questions. However, they will be better prepared to answer these questions and offer their own opinions after the unit is complete.
- E. *Assessment/Evaluation*
 - 1. The students will be evaluated based on their participation in completing the K-W-L chart.
 - 2. The students will be evaluated based on their completion of the Christopher Columbus surveys.

Lesson Two: People Knew the Earth Was Round (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand the chronological organization of history and

- know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students know how to use the processes and resources of historical inquiry.
 - c. Students write and speak for a variety of purposes and audiences.
 - 2. Lesson Content
 - a. Christopher Columbus
 - 3. Skill Objective(s)
 - a. The students will analyze the results of the survey about Christopher Columbus.
 - b. The students will understand that most people during the time that Christopher Columbus lived believed that the earth was round, like a ball.
 - c. The students will conduct their own experiment to determine how people could have concluded that the earth was round.
- B. *Materials*
 - 1. K-W-L Chart
 - 2. *A Picture Book of Christopher Columbus* by David A. Adler
 - 3. Playground ball, one for every two students (at least the size of a basketball)
 - 4. Appendix C
- C. *Key Vocabulary*
 - 1. Sphere
- D. *Procedures/Activities*
 - 1. Go through the questions on the Columbus survey one question at a time. Have the students share the answers that they received. When discussing the true/false or yes/no questions with the students, create a tally for each question on the board.
 - 2. Ask the students if any of the answers surprised them. Also ask if they learned anything while conducting the surveys. These can be added to the K-W-L chart, if it is accurate information.
 - 3. Read the book, *A Picture Book of Christopher Columbus* by David A. Adler.
 - 4. After reading the book, ask the students if they learned anything new about Christopher Columbus that needs to be added to the K-W-L chart. Ask the following questions of the students:
 - a. *What was Christopher Columbus' dream as a child?* (He wanted to become a seaman or sailor.)
 - b. *What did Columbus do when pirates attacked a ship he was on?* (He grabbed a piece of floating wood and made it to the nearest shore, which was in Portugal.)
 - c. *Other than being a sailor, what other job did he do?* (While in Portugal, he and his brother ran a shop where they made and sold maps.)
 - d. *Did the people at that time think the earth was flat or round?* (Most people knew the earth was round, they just didn't know how

- big it was.)
- e. *What was Columbus' plan?* (He planned to find another route to the Indies by going west to get to the east.) Using a globe, show the students how he planned to do this.
 - f. *Columbus asked many people to help him by giving him money to make the trip. What was their answer?* (They all said no. Even Queen Isabella and King Ferdinand of Spain said “no” initially. The king and queen of Spain eventually changed their minds.)
 - g. *How many ships did Christopher Columbus take with him on the voyage?* (three) *What were the names of the ships?* (the Nina, the Pinta, and the Santa Maria. About 90 men went with him.)
 - h. *Did Columbus reach the Indies like he wanted to?* (No.) *Did he ever find a lot of gold and riches?* (No.)
5. Explain to the students that at one time it was a common myth that Christopher Columbus sailed to prove that the earth was round. Supposedly, others believed that ships, if they went too far, would eventually just fall off the earth. However, most people during that time really did believe the earth was round. The only thing they were fearful of was the ocean itself. Sailors could encounter strong storms while at sea or run into unknown creatures. They also weren't sure how big the ocean really was. Ask the students, *“If there were no airplanes or space ships, how did people come to believe that the earth really was round?”* Accept some possible answers from students at this time.
 6. Show students one way that the people of long ago could have determined that the earth was round. Separate the class into groups of two. Each pair should have a ball and a pencil. Tell the students to pretend that the ball is our earth. Explain that the shape of a ball or the globe is also called a sphere. Have the students hold the “earth” at eye level. Place the pencil upright at the top of the “earth” and instruct the students to move the pencil along the surface of the ball as if it were a ship at sea, moving away from you. Make sure that each person in the group gets a chance to try this. (This idea was taken from, *Who Really Discovered America* by Avery Hart.)
 7. Then have the students do the same thing using a flat surface, like a book. The students should notice that when sailing on the “earth”, the “ship” disappears a little at a time. However, on the flat surface, the ship disappears fast and suddenly. Discuss with the students what they observed and have them complete Appendix C. The last question on Appendix C asks the students how we can be sure that the earth is round today. Today we have airplanes that can see the earth from high in the air. We've also had spaceships go into space. We can even see earth views on the NASA channel on TV. Also, today we have high-powered telescopes and can see that other planets in the solar system are round.
 8. After completing Appendix C, have the students go back to the Columbus survey to read question #2. Students should realize now that their correct answer is False.

- E. *Assessment/Evaluation*
1. The students will be evaluated based on their answers to the questions throughout the lesson.
 2. The students will be evaluated based on the completion of Appendix C.

Lesson Three: Christopher Columbus: The Idea (60-90 minutes – 2 days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students know how to use the processes and resources of historical inquiry.
 - c. Students write and speak for a variety of purposes and audiences.
 2. Lesson Content
 - a. Christopher Columbus
 3. Skill Objective(s)
 - a. The students will use a K-W-L chart to organize their knowledge about Christopher Columbus.
 - b. The students will identify the main ideas about Christopher Columbus' life and voyage.
 - c. The students will illustrate the main ideas about Christopher Columbus for their own book.
 - d. The students will demonstrate how merchants traded with people in order to gain something valuable.
 - e. The students will compare a map of 1492 with a modern map.
- B. *Materials*
1. *Where do you think you're going, Christopher Columbus?* by Jean Fritz
 2. Large world map
 3. Appendix D (send this note home to parents prior to this lesson)
 4. Appendix E (directions for pop-up book)
 5. Appendix F
 6. Construction paper (cut for pop-up books, any color) you will need at least 15 pages for each student
 7. White construction paper, at least 15 for each students cut 3 1/2" x 8"
 8. Scissors, glue, crayons or markers for each student
 9. K-W-L chart
- C. *Key Vocabulary*
1. Merchant
- D. *Procedures/Activities*
1. Review with the students what they've learned so far about Christopher Columbus. Throughout the unit, make sure that all of the questions are being answered and check them off on the K-W-L chart as they are answered. Also, some information about what they **Know** may have been inaccurate. If this happens, have the students draw a line through it on the K-W-L chart.

2. Introduce the book, *Where do you think you're going, Christopher Columbus?* by Jean Fritz. Explain that this book is more detailed than yesterday's book about Columbus' life and the events behind his voyage across the Atlantic Ocean.
3. Read to the students pages 9 – 20 of this book asking the following questions either throughout the reading or at the end:
 - a. *Where was Christopher Columbus born?* (Genoa, Italy. Show the students where Italy is located on your classroom world map.)
 - b. *What was the name of the place that was supposed to be overflowing with gold and jewels and spices?* (The Indies. Merchants would often travel and trade with others who were from the Indies. However, when Columbus was only two years old, the trading stopped because of a war between the Turks and the Christians. People needed to figure out another way to get to the Indies.)
 - c. *When Columbus was 25 years old, what happened to one of the trading ships he was sailing on?* (The ship was attacked and destroyed. Columbus grabbed an oar and floated to shore. Now he was in Portugal. Show the students where Portugal is located on the map.)
 - d. *What did Columbus do when he was in Portugal?* (He sold and made maps with his brother.)
 - e. *What was Columbus' idea?* (He wanted to sail west to get to the Indies. He thought that this would be a faster way to get to the Indies.)
4. Show the students a picture of what a map of the world would have looked like back then. Then have them compare that map with a modern map. (An old and modern world map can be found at the beginning of the book, *Where do you think you're going, Christopher Columbus?* by Jean Fritz.) Have the students note the similarities and differences. Make sure they notice that the continents of North America and South America are not on the maps of 1492. Explain to the students that the people in Europe were not even aware of these two continents.
5. Also, explain to the students that people during that time would often trade with people from other lands. Tell the students that they will be able to experience what it is like to be a merchant by trading the item that they brought to school. (*Send home Appendix D a day or two before beginning this lesson.*)
6. You may want to set up some of the following guidelines for trading:
 - a. Allow 10-15 minutes initially for trading to begin. Then only allow them to trade during recess.
 - b. Both participants (or merchants) have to agree to the trade.
 - c. Be sure that the students understand that their original item will not be returned, unless they make a trade to get it back.
7. After the students have completed their initial trading, explain that they will be making their own pop-up book about Christopher Columbus (see

Appendix E). Explain that each day you will be reading a portion of *Where do you think you're going, Christopher Columbus?* by Jean Fritz as you did earlier. Have the students give you two to three main ideas of that reading. These main ideas will be the pages in their pop-up book.

Depending on when you complete this unit during the school year or their abilities, you may want to give them the sentences for the book. Appendix F gives ideas for sentences for the individual pages. Use sentences 1-7 for this lesson. These sentences can either be duplicated to place in their books, or the students can write the sentences themselves on strips of white paper that can then be glued to the individual pages of the book.

8. Pass out previously cut white construction paper (3 ½" X 8") for the students to use for their illustrations.
- E. *Assessment/Evaluation*
1. The students will be evaluated based on their answers to the questions throughout the lesson.
 2. The students will be evaluated on the completion of their pop-up book about Christopher Columbus.

Lesson Four: Christopher Columbus: The Voyage (60-90 minutes – 2 days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Christopher Columbus
3. Skill Objective(s)
 - a. The students will identify the three ships used in Columbus' initial voyage across the Atlantic Ocean.
 - b. The students will list important items needed for a lengthy voyage across the ocean.
 - c. The students will understand that Columbus' main purpose for his voyage was to find a new route to the Indies.
 - d. The students will identify the main ideas about Christopher Columbus' life and voyage.
 - e. The students will illustrate the main ideas about Christopher Columbus for their own book.
 - f. The students will understand how the Native Americans came to be called Indians.
 - g. The students will organize what they've learned about Christopher Columbus by using a K-W-L chart.

B. *Materials*

1. *Where do you think you're going, Christopher Columbus?* by Jean Fritz
2. Pages for pop-up books (see Appendices E and F)
3. Appendix G

4. K-W-L chart about Christopher Columbus
- C. *Key Vocabulary*
1. Voyage
- D. *Procedures/Activities*
1. Review with the students what they learned in yesterday's lesson. Ask what they remember from the first part of the book, *Where do you think you're going, Christopher Columbus?*
 2. Read to the students pages 21 – 49 in *Where Do You Think you're Going, Christopher Columbus?* Since this is lengthy portion of the book, you may want to summarize occasionally throughout your reading or have the students summarize. Either throughout the reading or after reading, ask the following discussion questions:
 - a. *When did Columbus set sail across the Atlantic Ocean?* (On August 3rd of 1492. If you have a class time line, mark this date. You can also teach the students the common rhyme to help the students remember when this happened. "In 1492, Columbus sailed the ocean blue.")
 - b. *Who gave Columbus the supplies and ships to be able to take this voyage?* (The King and Queen of Spain. Explain that a voyage is a long trip.)
 - c. *How many ships went on the first voyage? What were the names?* (There were three ships: the Pinta, the Nina, and the Santa Maria. Columbus was on the Santa Maria.)
 - d. *Why were the other men on the ships so afraid?* (They didn't know of anyone who had sailed that far out on the ocean before. They didn't really know how big the ocean was. They were also at sea much longer than Columbus had predicted.)
 - e. *The book tells how Columbus promised a reward to the first person that spotted land. He later didn't give that person the reward because he said that he was actually the one who saw light. What do you think of what Columbus did? Was he being fair?* (No right answer.)
 - f. *What kind of things did the Spaniards see when they found land?* (Naked people, gold nose rings, colorful fish, parrots, fruit, hanging beds (hammocks), and large canoes, among many other things.)
 - g. *Where did Columbus think they had landed?* (The Indies. Specifically, he thought that he found Japan that Marco Polo wrote about.)
 - h. *What did Christopher Columbus and his men call the people on the islands that he visited?* (He called them Indians because he believed that they were in the Indies. Explain to the students that this is why Native Americans are still called Indians today.)
 - i. *Were the "Indians" and the Spaniards friendly to each other?* (Yes, at least initially.)
 - j. *What happened to the Santa Maria?* (It sank.)

- k. *How was Columbus treated when they arrived back to Spain? (He was treated as a hero and named Admiral of the Sea.)*
 3. After discussing the previous questions about the reading, encourage the students to add to the K-W-L chart about Columbus. Ask the students to give their opinions about what kind of man Christopher Columbus was. (Students may see him as brave because he dared to sail across an ocean that people knew very little about. They may also see him as mean and selfish after hearing about how he didn't give a reward to the person who first spotted land. He could also be seen as persistent because he never gave up hope, even when the other sailors wanted to turn back.)
 4. Explain to the students that Columbus gave an estimate of how long the trip would take. However, nobody at that time really knew how long the journey would actually take. They had to be very prepared and could only take what was absolutely necessary.
 5. Ask the students to think about what they would take with them if they were going to take a trip across the ocean like Christopher Columbus did and could only take ten things. Have the students split into pairs to create a list of these items using Appendix G.
 6. After the lists are completed, have the students share these lists with the class and compile a class list. After the class list is completed, have the students decide whether the items on the lists are absolutely necessary or luxury items by taking a quick class vote for each item.
 7. Use sentences 8 – 11 from Appendix F for the next pages of their pop-up book. Or, if you wish, have the students make up their own sentences. Have the students read the individual sentences and have them illustrate accordingly.
- E. *Assessment/Evaluation*
1. The students will be evaluated on their pop-up book about Christopher Columbus.
 2. The students will be evaluated on their answers to the questions about the book.
 3. The students will be evaluated on their list of essential items that they would take with them on their voyage across the ocean.

Lesson Five: Nina, Pinta and Santa Maria (60-90 minutes – 2 days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students know how to use the processes and resources of historical inquiry.
 - c. Students write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Christopher Columbus
3. Skill Objective(s)

- a. The students will demonstrate the route that Christopher Columbus took by using their own ship and a large world map.
- b. The students will identify the Spanish symbol and draw that on the sail of their own ship.

B. *Materials*

1. One waxed juice carton for every student (at least quart size)
2. Scissors
3. Paints and paintbrushes
4. Straws (one-two for each student)
5. White construction paper
6. Large white shower curtain with map of the world drawn on it (tracing a world map using an overhead works great)
7. *A Picture Book of Christopher Columbus* by David Adler
8. *Where do you think you're going, Christopher Columbus* by Jean Fritz
9. Modeling clay
10. Glue or tape
11. Appendix H

C. *Key Vocabulary*

1. Mast

D. *Procedures/Activities*

1. Review with the students what they learned about Columbus from the previous lesson. See if they remember the names of the ships that set sail in 1492. (*The Nina, Pinta, and Santa Maria.*)
2. Tell the students that they will be making one of the ships that set sail out of an orange juice box. Encourage them to use pictures from the books, *Where do you think you're going, Christopher Columbus* and *A Picture Book of Christopher Columbus* so that they can see what the ships may have looked like.
3. Cut the orange juice container lengthwise, prior to giving them to the students. However, only cut the top part off, not down the center, so that the boat has some depth to it. Squeeze the open end together and staple so that it is now closed.
4. Encourage the students to look at pictures and use their scissors to shape their ship as necessary. The outside and inside of the ships should be painted brown because they were made of wood. The painting should either be done first or very last.
5. The students can use the modeling clay to form the insides of the ship. Have the students also use a piece of the clay to hold the straws that can be used as the masts of the ship. Most pictures show the ships have three masts; one tall mast and two shorter masts. The students will have to cut their straws accordingly.
6. Have the students cut out of white construction paper, the sails. Also, show the students how the sails had a red cross on the front. These sails can either be taped or glued to the masts.
7. Have the students name their ship as either being the Santa Maria, Pinta or Nina. The students can write the name on the side of the ship with either

- marker or paint.
8. After the students have completed their ships, find a large area to spread out the shower curtain with a world map drawn on it. Have the students take turns finding Spain on the map and have their ships “sail” across the Atlantic Ocean to the islands where Columbus and his men first landed.
 9. After all of the students have had a chance to sail across the ocean on the large map, give them a copy of their own world map (see Appendix H). Have the students label the continents and color them brown. Then have them label the oceans and color them blue.
 10. The students can then use a red crayon to draw a line from Spain to the islands where Columbus first landed.

E. *Assessment/Evaluation*

1. The students will be evaluated on their completion of one of the ships: Santa Maria, Pinta, or Nina.
2. The students will be evaluated on their ability to follow Columbus’ route from Spain to the New World on the large map, as well as the completion of their own small world map.

Lesson Six: Christopher Columbus: Disappointments (60-90 minutes – 2 days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Christopher Columbus
3. Skill Objective(s)
 - a. The students will use a K-W-L chart to organize their knowledge about Christopher Columbus.
 - b. The students will identify the main ideas about Christopher Columbus’ life and voyage.
 - c. The students will illustrate the main ideas about Christopher Columbus for their own book.
 - d. The students will draw their own conclusions about the character of Christopher Columbus.

B. *Materials*

1. Pages for pop-up books (See Appendices E & F)
2. K-W-L chart about Christopher Columbus

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Review with the students what they’ve written so far on the K-W-L chart. Add to the chart if necessary.
2. Read to the students the rest of *Where do you think you’re going, Christopher Columbus?* Start with page 50. As before, ask the following

questions throughout the reading or after:

- a. *What happened to the men that Christopher Columbus left at Hispaniola?* (The Spaniards were mean to the natives so a nearby tribe killed them.)
 - b. *Was Columbus able to send ships back to Spain with gold and spices for the queen?* (No. He found very little gold.)
 - c. *What did Columbus send back to Spain in place of gold?* (He had the natives captured to be sold as slaves.)
 - d. *What did the Spaniards make the other people on the islands do?* (They made the natives look for gold. If they couldn't find gold, they were punished.)
 - e. *How did the other Spaniards start to feel about Columbus?* (He was no longer considered a hero. They did not want to take orders from him. They were also discouraged because they were getting sick and were not successful at finding gold.)
 - f. *How many trips did Columbus take to the "New World" before he died?* (four)
 - g. *Would you call these trips successful? Was Columbus successful?* (This could have more than one answer. However, his future trips were mostly unsuccessful for him because he never found gold, spices and riches. However, it could be considered successful in the long run because Spain was able to claim a lot of new land.)
3. Use sentences 12-14 for the remaining pages of their pop-up book. See Appendix F.
 4. Encourage the students to read and share their pop-up books by having them read to students in other classes or by having them read in partners in the classroom.
 5. Review the K-W-L chart about Columbus and encourage them to add anything else that they can think of to the chart.
 6. Explain to the students that because of Christopher Columbus and his voyages across the Atlantic Ocean, our country has a holiday to celebrate what he did. We call it Columbus Day, and it is always celebrated in October.
 7. Tell the students that Christopher Columbus has long been credited for "discovering" America. Ask the students if they think he really discovered America. Accept many different answers and opinions. Remind the students that the Native Americans were here long before Christopher Columbus came and the Spaniards often treated them badly. Also, Columbus never even realized that he found two new continents. However, because Columbus was brave enough to take the voyage across the ocean, many other explorers started their own voyages. Eventually, people started to come to North and South America to make their new home on these two continents. (As a teacher, talk to the students about both sides of this argument so that you don't directly influence their opinions.)
 8. Have the students complete the survey from lesson one, Appendices A-1

and A-2. This survey can be used as a final assessment. However, do not grade the questions that are a matter of opinion.

- E. *Assessment/Evaluation*
1. The students will be evaluated based on their completion of the pop-up book about Christopher Columbus.
 2. The students will be evaluated based on their answers to the questions throughout the lesson.
 3. The students will be evaluated on their completion of the survey. (Appendices A-1 and A-2.)

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: K-W-L Chart
- B. Appendix B-1: Christopher Columbus Survey
- C. Appendix B-2: Christopher Columbus Survey cont.
- D. Appendix C: Round or Flat
- E. Appendix D: Letter to parents
- F. Appendix E: Pop-up book directions
- G. Appendix F: Sentences for pop-up book
- H. Appendix G: Top 10 travel items
- I. Appendix H: World Map

VII. BIBLIOGRAPHY

- A. Adler, David A. *A Picture Book of Christopher Columbus*. New York: Holiday House, 1991. ISBN 0-8234-0857-4.
- B. Biggs, Pat. *Blank Map Outlines: United States and World*. Grand Rapids, Michigan: Instructional Fair, 1998. ISBN 0-88012-668-X.
- C. Brenner, Barbara. *If You Were There in 1492*. New York: Bradbury Press, 1991. ISBN 0-02-712321-9.
- D. Fritz, Jean. *Where Do You Think You're Going, Christopher Columbus*. New York: G.P. Putnam's Sons, 1980. ISBN 0-698-11580-5.
- E. Greene, Carol. *Christopher Columbus: A Great Explorer*. Chicago: Children's Press, 1989. ISBN 0-516-04204-1.
- F. Hart, Avery. *Who Really Discovered America?* Charlotte, Vermont: Williamson Publishing, 2001. ISBN 1-885593-46-5.
- G. Hirsch, E.D., Jr. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1998. ISBN 0-385-31987-8.
- H. Krensky, Stephen. *Christopher Columbus*. New York: Random House, 1991. ISBN 0-679-80369-6.
- I. The Education Center, Inc. *The Mailbox*, Primary, Oct/Nov., 1998.
- J. Young, Robert. *Christopher Columbus and His Voyage to the New World*. Englewood Cliffs, New Jersey: Silver Press, 1990. ISBN 0-671-69104-X.

Appendix A – Christopher Columbus

Draw this chart on a large piece of poster board or butcher paper. The **K** column is to write about what the students already **KNOW** about a specific subject. Use the **W** column to write the students **WANT** to learn about a subject. In the **L** column, write what the students have **LEARNED**.

K What I already know.	W What I want to know.	L What I have learned.

Christopher Columbus Survey

Student Name _____

Person Interviewed _____

1. Who was Christopher Columbus?

2. During the time when Christopher Columbus lived, people believed that the earth was flat.

_____ True

_____ False

3. When Columbus found land, he thought that he landed in the Indies. That is why he called the people who lived there, Indians.

_____ True

_____ False

4. When Christopher Columbus and his crew found land, they treated the people there kindly.

_____ True

_____ False

Appendix B-2 – Christopher Columbus

5. What were the names of the three ships that carried Columbus and his crew across the Atlantic?

- a. _____
- b. _____
- c. _____

6. Why do we celebrate Columbus Day in October every year?

7. Do you agree that Columbus Day should be a national holiday in America?

_____yes _____no

Why or why not?

Round or Flat

Name _____ Date _____

When sailing your “ship” on a round surface, what happened to the ship as it got farther away?

What happened when you sailed your ship on a flat surface?

How do we know that the earth is round today?

Appendix D – Christopher Columbus

Dear Parents,

Our first grade class is currently studying the life of Christopher Columbus and his voyage across the Atlantic Ocean. As you know, the voyage was important to the people at this time because the people of Europe were trying to find a new trade route to the Indies.

In order for the students to gain a better understanding of what it meant to be a merchant or trader, I am asking that each student bring something from home that they would be willing to trade. The following are some possibilities of items that could be traded: an old toy, a previously read book, a picture, a cool pen or pencil, or even food. The students will have an opportunity to trade throughout the day and they can make multiple trades if they wish. However, please note that they will not get their original item back.

Thank you!

Sincerely,

Appendix E – Christopher Columbus

Pop-Up Book Directions

1. Use 8 ½ " X 11" construction paper or card stock for the pages of the book. Can use larger pieces of paper if desired.
2. Fold the piece of construction paper in half (hamburger style).
3. At the fold, find the center and cut two slits at about 1 ½" apart. If using a ruler and 8 ½" X 11" paper, make the slits at 3 ½" and 5".
4. Make sure that you start cutting at the fold and go toward the opening of the page. Make these cuts at least 1 ½" deep.
5. Push the 1 ½" cut area in toward the inside of the page and fold down. Now when the page is opened, the center will pop-up. This is where student drawings will be glued.
6. Cut white pieces of construction paper for student drawings no bigger than 3 ½" X 8". This will assure that no portion of their picture will stick out once the page is closed.
7. Make sure that the students always glue their picture to the vertical part of the "popped out" portion of the page.
8. After all of the pages have been complete, have the students glue the backsides of the pages together in the correct order. Use another piece of construction paper to cover the entire book so that the cuts that form the pop-up portion of the book do not show. The students can then illustrate the cover of their book as desired.

Appendix F – Christopher Columbus

Sentences for pop-up book – optional

1. Christopher Columbus was born in Italy. He always loved to sail on the sea.
2. When Columbus was alive, people often traded with other people from far away. They were called merchants.
3. Some merchants had to travel over mountains and deserts. Other merchants traveled on boats.
4. The people knew that the earth was round, but they didn't know a lot about the ocean.
5. One day Christopher Columbus was on a ship that was attacked. He had to grab an oar and kick his way to shore.
6. For nine years, Columbus stayed in Portugal and sold maps with his brother. Their maps were different because nobody there knew about North America and South America.
7. Then Christopher Columbus had an idea. He would sail west to get to the Indies and find gold and riches for Spain.
8. In 1492 Christopher Columbus sailed across the ocean with 3 ships and 100 men. The ships were the Santa Maria, the Pinta, and the Nina.
9. The voyage took longer than Columbus said and the men were scared.
10. When they finally found land, they called the people on the islands, Indians because they thought they were in the Indies.
11. Columbus came back to Spain with many interesting things. He even came back with 6 Indians.
12. Christopher Columbus went back with ships three more times. But sometimes the Spaniards and Columbus were mean. They took the natives and sold them as slaves.
13. Christopher Columbus never knew that he found two continents. He never knew that the people were not really Indians.
14. Spain took over the land and Columbus never found a lot of gold. He died in 1506 thinking that he found a new way to the Indies.

Appendix G – Christopher Columbus

If I took a trip across the ocean and could only take ten things, I would take the following items:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Appendix H – Christopher Columbus

World Map

