

# Land Ho! Early Exploration and Settlement of the Americas

**Grade Level or Special Area:** 1<sup>st</sup> Grade

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**Length of Unit:** Eight lessons plus Culminating Activity (~15 hours, over course of 16 days)

## I. ABSTRACT

Children will further understand how Columbus' discovery of the "new world" created opportunities for many people. They will realize that some people came to the America's seeking instant wealth and treasures, while others came seeking freedom to worship in their own way. Lessons incorporate read-alouds, discussions, role-playing, writing, and drawing illustrations to help children comprehend and make personal connections to the material introduced. Most lessons are estimated at two hours to be taught over a two-day period. Teachers are encouraged to add their own creative activities to complement lessons, as time and student abilities vary between classrooms.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
2. Students will develop an appreciation for the way various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
3. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)
4. Students will understand the relationship between locations of settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D).

### B. Content from the *Core Knowledge Sequence*

1. World History and Geography: Early Exploration and Settlement
  - a. Columbus
  - b. The Conquistadors
    - i. The search for gold and silver
    - ii. Hernan Cortes and the Aztecs
    - iii. Francisco Pizarro and the Inca
    - iv. Diseases devastate Native American population
  - c. English Settlers
    - i. The story of the Lost Colony
      - a) Sir Walter Raleigh
      - b) Virginia Dare
    - ii. Virginia
      - a) Jamestown
      - b) Captain John Smith
      - c) Pocahontas and Powhatan
    - iii. Slavery, plantations in Southern colonies
    - iv. Massachusetts
      - a) Pilgrims, Mayflower, Thanksgiving Day
      - b) Massachusetts Bay Colony, the Puritans

C. Skill Objectives

1. Students will participate in creating K-W-L charts for the various topics.
2. Students will develop an understanding of the reasons for Europe's exploration and settlement of North America.
3. Students will understand the rivalry between England and Spain.
4. Students will identify and discuss important individuals in the early exploration of the Americas including; Christopher Columbus, Hernan Cortes, Montezuma, Francisco Pizarro, Queen Elizabeth, Sir Walter Raleigh, King James, John White, John Smith, Pocahontas, Powhatan, and John Rolfe.
5. Students will identify and discuss important groups and cultures in the early exploration of the Americas including: Native Americans, Aztecs, Incas, Spanish conquistadors, English settlers, Pilgrims, Puritans, and Slaves.
6. Students will create timelines that show people and events in sequence using years. (Colorado State History Standard 1.2)
7. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
8. Students will recognize how the presence, interactions, and contributions of various groups and cultures affected early exploration and settlements in America. (adapted from Colorado State History Standard 3.1)
9. Students will locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them. (adapted from Colorado State Geography Standard 1/2.1.2.E)
10. Students will explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D)
11. Students will understand the standard orientation of maps and globes, and find different directions on the map. (Colorado State Geography Standard 1/2.1.1.A)
12. Students will understand that maps contain legends with symbols explaining various features and can explain various symbols. (Colorado State Geography Standard 1/2.1.1.B)
13. Students will identify major oceans: Pacific, Atlantic, Indian and Arctic. (Colorado State Geography Standard 1/2.1.2.B)
14. Students will demonstrate more expanded knowledge about the seven continents. (Colorado State Geography Standard 1/2.1.2.C)
15. Students will locate all of the major countries in North America, in relation to each other. (Colorado State Geography Standard 1/2.1.2.D)
16. Students will demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America. (Colorado State Geography Standard 1/2/1.2.H)
17. Students will understand what kinds of resources are necessary for human existence. (Colorado State Geography Standard 1-4.5.3.A)

**III. BACKGROUND KNOWLEDGE**

A. For Teachers

1. Bosco, Peter I. *Roanoke, the Story of the Lost Colony*
2. Schouweiler, Tom. *The Lost Colony of Roanoke, Opposing Viewpoints* (this book can be used in addition or in place of Bosco's book; both are excellent resources and gave me a lot of new information for my own background knowledge)
3. Maestro, Betsy and Giulio. *Exploration and Conquest, The Americas After Columbus: 1500-1620*
4. Steins, Richard. *The Making of America, Exploration and Settlement*

- B. For Students
  1. Students should have a basic knowledge of spatial sense in working with maps and globes.
  2. Students should have basic knowledge of continents and oceans.
  3. Student should already have learned about Aztecs and Incas (and Mayas).
  4. Students should have basic knowledge of Christopher Columbus.

#### IV. RESOURCES

- A. Bosco, Peter I. *Roanoke, the Story of the Lost Colony*
- B. Schouweiler, Tom. *The Lost Colony of Roanoke, Opposing Viewpoints* (this book can be used in addition or in place of Bosco's book; both are excellent resources and gave me a lot of new information for my own background knowledge)
- C. Maestro, Betsy and Giulio. *Exploration and Conquest, The Americas After Columbus: 1500-1620* (Teacher Background and Lesson Two)
- D. Steins, Richard. *The Making of America, Exploration and Settlement* (Teacher Background)
- E. Adler, David A. *A Picture Book of Christopher Columbus* (Lesson One)
- F. *Video: Animated Hero Classic: Christopher Columbus* (Lesson One)
- G. Lillegard, Dee. *My First Columbus Day Book* (Lesson Two)
- H. Coleman, Brooke. *Roanoke: The Lost Colony (The Library of the Thirteen Colonies and The Lost Colony)* (Lesson Four) **THIS BOOK SERIES IS GREAT!**
- I. Coleman, Brooke. *The Colony of Virginia (The Library of the Thirteen Colonies and The Lost Colony)* (Lesson Five)
- J. Gleiter, Jan and Thompson, Kathleen. *Pocahontas* (Lesson Six)
- K. *Video: Animated Hero Classics: Pocahontas* (Optional: *Pocahontas Activity Book*)
- L. Whitehurst, Susan. *The Colony of Massachusetts (The Library of the Thirteen Colonies and The Lost Colony)* (Lesson Seven)
- M. San Souci, Robert. *N.C. Wyeth's Pilgrims* (Lesson Seven)
- N. Hirsch, Jr. E.D. *What Your First Grader Needs to Know (Revised Edition)* (Lessons One-Eight)
- O. Large World Map or Globe
- P. Large outline Bulletin Board Map that includes: part of Asia (England and Spain); North America, with boundary lines to delineate Canada, U.S. and Mexico, as well as the thirteen original colonies, and the Bahama Islands; and South America (we traced a large map onto white butcher paper and laminated it; details are added to this map as you work through the various lessons; it provides a GREAT visual aid to the children) (begin using this map in Lesson One)
- Q. **Baskets of picture books and easy readers covering the topics should be made available to students to use during free reading time throughout the course of this unit! (Have a volunteer collect a variety of materials from your library as the children love getting to touch and hold and "read" these history books.)**

#### V. LESSONS

##### **Lesson One: Christopher Columbus (two hours split over two days)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
    - b. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the

content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)

2. Lesson Content
  - a. Christopher Columbus
3. Skill Objective(s)
  - a. Students will participate in creating K-W-L charts for the various topics.
  - b. Students will develop an understanding of the reasons for Europe's exploration and settlement of North America.
  - c. Students will identify and discuss important individuals in the early exploration of the Americas including; Christopher Columbus.
  - d. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
  - e. Students will understand the standard orientation of maps and globes, and find different directions on the map. (Colorado State Geography Standard 1/2.1.1.A)
  - f. Students will understand that maps contain legends with symbols explaining various features and can explain various symbols. (Colorado State Geography Standard 1/2.1.1.B)
  - g. Students will identify major oceans: Pacific, Atlantic, Indian and Arctic. (Colorado State Geography Standard 1/2.1.2.B)
  - h. Students will demonstrate more expanded knowledge about the seven continents. (Colorado State Geography Standard 1/2.1.2.C)

B. *Materials*

1. *A Picture Book of Christopher Columbus*
2. *What Your First Grader Needs to Know (Revised Edition)*
3. K-W-L Chart (optional – trace enlarged picture from overhead to butcher paper) (Appendix A)
4. Large world map or globe
5. Bulletin Board Map (as described in Resource section above, item O)
6. Mapping Activity (Appendix B)
7. Video: *Animated Hero Classics: Christopher Columbus*

C. *Key Vocabulary*

1. Voyage – a journey by water, especially oceans and seas
2. Weaver – a person who makes cloth by interlacing threads or yarn into a fabric
3. Shore – land adjacent to oceans, seas, lakes or large rivers
4. Claim – to demand as a right, assert ownership or title to something
5. Natives – pertaining to original inhabitants of a place, born in a country where one lives
6. Colony – a place that is ruled by someone far away
7. Discover – to come upon, find or make known for the first time to others

D. *Procedures/Activities*

1. Refer to *Key Vocabulary* words as necessary throughout the lesson.
2. Create a K-W-L Chart defining what children already know about Christopher Columbus and what they would like to know. (Optional: Use Appendix A to make chart.)
3. **Day One** - Read *A Picture Book of Christopher Columbus*, by David Adler. (There are many great picture books of Christopher Columbus!)
4. Have children retell what they learned from this story.
5. Discuss why the sailors were so scared. (They had never been that far from shore.) They imagined horrible sea creatures waiting for them. (*As time permits, allow children an opportunity to draw a picture of the ships with sea creatures in*

*the ocean. They love this!)* They kept telling Columbus to turn back! Ask them to think about what the sailors finally saw to let them know they must be close to land...BIRDS!

6. Add new knowledge to K-W-L “What we learned”.
  7. Read from *What Your First Grader Needs to Know*, pages 143-145, “The Arrival of the Europeans”. Discuss and have children retell. Add new knowledge on K-W-L chart.
  8. Have children discuss how they would feel if someone came into their home and “claimed” it for him or herself. Discuss the connection between their feelings and what the Native Americans must have felt when Columbus came and “claimed” their land. Do some role playing, by going to student desks, the coat rack, etc. and “claiming” items for your Principal!
  9. Review the concept that Columbus was looking for the Indies, not searching for new lands. Finding new lands was really an accident! (Show his intended route on the world map or globe.)
  10. Locate and label the place he actually landed (Bahama Islands) on the Bulletin Board Map (described in Resource section above, item O). (We usually tie colored yarn to mark route from Spain to the islands, or if laminated map, simply trace the route and label map as appropriate.) Discuss geography and the term island – land completely surrounded by water.
  11. Comprehension Questions:
    - a. What big problem did Columbus encounter when he was trying to prove his idea that you could sail west to the Indies? (*He could not get money or ships.*)
    - b. What big surprise did Columbus find on his voyage? (*There were continents in his way!*)
    - c. Where did Columbus really land? (*The islands of the Bahamas.*)
  12. **Day Two** - Discuss the cause-and-effect Columbus’ discovery had on the people of Europe as well as the Native Americans. (*Because he discovered “new lands” others from Spain and then England wanted to search for wealth and claim the land. Because people of Europe came and took land belonging to Native Americans, many Native Americans were killed in battles and by the diseases brought by these strange white people.*)
  13. Guide children in completing map of Columbus’s voyage (Appendix B).
  14. Watch the video *Animated Hero Classics: Christopher Columbus* (1/2 hour).
  15. Discuss and add any new knowledge to the K-W-L chart.
- E. *Assessment/Evaluation*
1. Class participation in discussions and creation of K-W-L.
  2. Attention to detail and following directions in mapping out Columbus’ voyage.

## **Lesson Two: Columbus and Conquistadors (two hours, split over two days)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
  - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
  - c. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the

content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C).

2. Lesson Content
  - a. Columbus
  - b. The Conquistadors
    - i. The search for gold and silver
    - ii. Hernan Cortes and the Aztecs
    - iii. Francisco Pizarro and the Inca
    - iv. Diseases devastate Native American population
3. Skill Objective(s)
  - a. Students will develop an understanding of the reasons for Europe's exploration and settlement of North America.
  - b. Students will identify and discuss important individuals in the early exploration of the Americas including; Christopher Columbus.
  - c. Students will identify and discuss important groups and cultures in the early exploration of the Americas including: Native Americans, Aztecs, Incas, and Spanish conquistadors.
  - d. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
  - e. Students will recognize how the presence, interactions, and contributions of various groups and cultures affected early exploration and settlements in America. (adapted from Colorado State History Standard 3.1)

B. *Materials*

1. *My First Columbus Day Book*
2. Large world map
3. *What Your First Grader Needs to Know (Revised Edition)*
4. 2-Sided Worksheet (Appendix C)
5. Various Songs (Appendix D)
6. Coloring Sheet (Appendix E)
7. *Exploration and Conquest, The America's after Columbus: 1500-1620*
8. Early Explorers Quiz (Appendix P) (to be administered second day)

C. *Key Vocabulary*

1. Conquer – to defeat someone in a war and take them over
2. Conquistador – Spanish word for conqueror
3. Disease – a specific illness

D. *Procedures/Activities*

1. Refer to *Key Vocabulary* words as necessary throughout the lesson.
2. **Day One** - Read *My First Columbus Day Book*. Discuss and have children retell their favorite parts.
3. Guide children in completing the 2-sided "Fill in the Blank" worksheet (Appendix C). Queen *Elizabeth* and King *Ferdinand of Spain* gave *Columbus* money to sail *west* in search of the *Indies* (C-1). Christopher *Columbus* sailed *west* from *Spain* with three ships: the *Nina*, the *Pinta* and the *Santa Maria* (C-2). Help them label the ships in the boxes provided.
4. Finish up details on K-W-L created in Lesson One. Review and discuss how much knowledge your students have gained in such a short time!
5. Children can complete the pictures on their worksheets as homework.
6. Tell the children that because of Columbus' discovery of these new lands, now others were very eager to explore and hoped to find treasures in these new lands. Explain that when they complete their pictures you will read to them about some

Spanish conquistadors that came to the Americas and defeated some of the peoples they learned about previously: the Aztecs and the Incas.

7. Remind your students that they previously learned about two ancient civilizations: the Aztecs located in Central America (locate on World Map or Globe), and the Incas located in the Andes Mountains of South America (locate on World Map or Globe). Ask them to try to recall some facts about these ancient civilizations.
  8. Read from *What Your First Grader Needs to Know*, pages 146-147.
  9. Discuss and review what your students learned from these pages as well as in previously taught units.
  10. As necessary, remind them that the Aztecs were defeated because the Spanish had horses, better weapons, armor, and they even got some of the other natives, previously conquered by the Aztecs, to join them in battle against the Aztecs. (Show the picture of the various weapons found on page 9 of *Exploration and Conquest, The America's after Columbus*. This is a valuable tool from the Background Knowledge for Teachers selection. Read select pages as appropriate and as time permits.) Stress the importance also of the concept that many natives died from diseases that the Spanish brought to their country. Ugh! Germs that the Native Americans could not fight.
  11. Explain that Pizarro tricked the Incas by inviting them to visit their camp. When the Incas showed up, the Spanish launched a surprise attack, killing most of the Incas and capturing their chief, Atahualpa for a ransom. Even though Inca people made a huge payment for the return of their chief, the Spaniards killed him anyway. Soon after, the Spanish gained control of the country. (Read select sections and show pictures from resource book listed in Item 8 as appropriate.)
  12. Teach one or more of the songs as a fun reminder of these ancient civilizations. You may want to make a note to include these songs in the original teaching of the ancient civilizations and then they could be reviewed here! (Appendix D) Remember to add physical moves and expression to help children identify with the story being taught in the songs.
  13. **Day Two** - Review song(s).
  14. Pass out coloring page (Appendix E). Have the children identify the differences between the Aztecs and the Spanish Conquistadors (*armor, weapons, horses, feathers*). Ask children if Montezuma made a mistake in welcoming Cortes and his men to the city of Tenochtitlan. Discuss whether or not this caused the downfall of the Aztecs, or just sped up the disaster. (*Chances are that the Spaniards would have defeated the Aztecs anyway!*)
  15. Let children color the picture of Montezuma welcoming Cortes (Appendix E). You will be surprised at how they continue singing the songs as they color. Use this time to guide a casual discussion reviewing what they have learned (*review quiz questions*). Extension for early finishers: Have them fold coloring page in half and draw a line dividing the sheet. Have them draw tools and weapons the Natives had on one side, and tools and weapons that the Conquistadors on the other half.
  16. Review K-W-L chart and other topics as required to ensure children are prepared for the quiz.
  17. Administer Early Explorers Quiz (Appendix P). Use overhead to read and model how to complete the quiz. (*Quiz usually takes ~20 minutes to administer.*)
- E. *Assessment/Evaluation*
1. Class participation in discussions and learning/singing of the songs.
  2. Accurate completion (copying) of text into the "Fill in the Blank" worksheets.

3. Detailed, colorful illustrations should demonstrate children's comprehension of lesson.
4. Performance on Early Explorers Quiz (Appendix P).

**Lesson Three: Here Comes England! (one hour – Day One, ~half-hour – Day Two)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
  - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
  - c. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)
2. Lesson Content
  - a. English Settlers – Sir Walter Raleigh
3. Skill Objective(s)
  - a. Students will develop an understanding of the reasons for Europe's exploration and settlement of North America.
  - b. Students will understand the rivalry between England and Spain.
  - c. Students will identify and discuss important individuals in the early exploration of the Americas including; Queen Elizabeth, and Sir Walter Raleigh.
  - d. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
  - e. Students will explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D)
  - f. Students will demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America. (Colorado State Geography Standard 1/2/1.2.H)
  - g. Students will understand what kinds of resources are necessary for human existence. (Colorado State Geography Standard 1-4.5.3.A)

B. *Materials*

1. *What Your First Grader Needs to Know (Revised Edition)*
2. World map or globe
3. Large Bulletin Board Map (see instructions in Resource section, Item O)
4. Two-Column Notes: Sir Walter Raleigh (with overhead for teacher modeling) (Appendix F)

C. *Key Vocabulary*

1. Colony – a place that is ruled by someone far away
2. Harass – to worry an enemy by repeated raids and small attacks
3. Raid – a hostile attack, a sudden breaking into
4. Island – a piece of land completely surrounded by water

D. *Procedures/Activities*

1. Refer to *Key Vocabulary* words as necessary throughout lesson.
2. **Day One** - Explain to students that after Cortes and Pizarro defeated the Aztecs and the Incas, many more Spanish explorers came to Central America and North

- America in hopes of finding more treasure and claiming land for Spain. (Point to Central and North America on your world map.) They were very disappointed because they did not find huge treasures in what we now call the United States, but they did claim land for Spain.
3. Explain that the country of England was becoming very interested in exploring the Americas. Give them background information on the conflicts that Spain and England had been struggling with over the years. Spain claimed control over sea routes that England wanted to use. English adventurers found ways to harass the Spanish by raiding and stealing from their trade ships. Teach them briefly about Sir Francis Drake from England, who completed a voyage around the world in 1586, proving that England was now a challenge to Spain's control over the sea! (He followed the route originally established by Ferdinand Magellan in 1522 from Spain.) (*Show on world map or globe.*) The English finally defeated the mighty Spanish Armada that was sent to attack England in 1588. This proved that they were also a great sea power, and Spain lost its exclusive control over the sea routes.
  4. Tell your students that a second way that England wanted to "get back at Spain" was to establish colonies in North America.
  5. Read from *What Your First Grader Needs to Know*, pages 150-151.
  6. Have several students take turns acting out the story of Sir Walter Raleigh placing his cloak out for the Queen! (They love it!) (*Use teachable moments when you see student coats laying on the floor, and ask "Ohhhh I feel like Queen Elizabeth. Where is Sir Walter Raleigh so I can thank him for keeping my dainty feet off the floor?" The kids love it and will use it as well!*)
  7. Locate and label Roanoke Island on your map. Explain that Walter Raleigh had sent a man named Barlowe to America to find a good place to start an English colony. Barlowe located land off the coast of present-day North Carolina and named the land *Virginia* after Queen Elizabeth, who was called the *Virgin Queen*. Explain that the present state of Virginia is only a small portion of this area. When Raleigh sent the first ship of men to settle the land of Virginia, they explored the area and were offered part of the island of Roanoke by the Natives living there. (We usually tie colored yarn to mark route from England to Roanoke, or if laminated map, simply trace their route and label map as appropriate with Vis-à-vis marker or similar.)
  8. Discuss geography, again defining what makes an island.
  9. Explain that this trip included soldiers and upper-class men. These people were not used to building homes and planting food to survive.
  10. Have children retell why they think the first attempt at establishing a colony failed. Discuss cause and effect. (*The colonists were too greedy looking for gold and did not plant food for winter. In addition, in they were rude to the Native Americans so the Native Americans quit helping them.*)
  11. Again have several students role-play and act out the relationship between the settlers and the Native Americans.
  12. Teach students that the struggling colonists were lucky that Sir Francis Drake was in the area and rescued them and took them safely back to England.
  13. **Day Two** – Review location of the first attempted English colony. Review reasons that this colony failed.
  14. Using an overhead and transparency, guide the children in completing the Two-Column Note Worksheet (Appendix F). (*Depending on ability, you may want to fill in parts of the answer and have the children just write key words that you left out. Then children should draw a picture clue to go with each question.*)

- E. *Assessment/Evaluation*
1. Informal observation of participation in discussions and role-playing.
  2. Correct copying of text on Two-Column Notes: Sir Walter Raleigh, with detailed, colorful illustrations demonstrating comprehension of events.

**Lesson Four: The Lost Colony (two hours – split over two days)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
    - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
    - c. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)
    - d. Students will understand the relationship between locations of settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D).
  2. Lesson Content
    - a. The story of the Lost Colony
      - i. Sir Walter Raleigh
      - ii. Virginia Dare
  3. Skill Objective(s)
    - a. Students will develop an understanding of the reasons for Europe’s exploration and settlement of North America.
    - b. Students will identify and discuss important individuals in the early exploration of the Americas including; Queen Elizabeth, Sir Walter Raleigh, and John White.
    - c. Students will identify and discuss important groups and cultures in the early exploration of the Americas including; Native Americans and settlers.
    - d. Students will create timelines that show people and events in sequence using years. (Colorado State History Standard 1.2)
    - e. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
    - f. Students will recognize how the presence, interactions, and contributions of various groups and cultures affected early exploration and settlements in America. (adapted from Colorado State History Standard 3.1)
    - g. Students will explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D)
    - h. Students will locate all of the major countries in North America, in relation to each other. (Colorado State Geography Standard 1/2.1.2.D)
    - i. Students will demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America. (Colorado State Geography Standard 1/2/1.2.H)
    - j. Students will understand what kinds of resources are necessary for human existence. (Colorado State Geography Standard 1-4.5.3.A)

- B. *Materials*
1. *What Your First Grader Needs to Know (Revised Edition)*
  2. *Roanoke: The Lost Colony (The Library of the Thirteen Colonies and the Lost Colony)* (THIS SERIES IS AWESOME)
  3. World map
  4. Bulletin Board Map created in Lesson Three
  5. Time Line: String strung across bulletin board or similar, with clips to secure “date tags,” picture/word tags highlighting important events and dates (see Procedure # 4-8) (example tags shown in Appendix G)
  6. Coloring page (Appendix H)
  7. 2-Column Notes: Lost Colony, plus overhead (Appendix I)
- C. *Key Vocabulary*
1. Abandoned – to be left alone with no help forever
  2. Descendants – people born of a certain family or group
  3. Deserted – when people leave a place forever
  4. Expedition – a trip people take to find out more about something
- D. *Procedures/Activities*
1. Refer to *Key Vocabulary* words as necessary throughout the lesson.
  2. **Day One** - Remind children that after Spain began exploring the Americas, other countries also became interested. One of these other countries was England as we learned briefly about in the last lesson. Explain that France also had a great interest in the America’s and spent much time and energy in exploring the northern part of the continent, now called Canada. Using your Bulletin Board Map, show children the three separate countries that now occupy this continent: Canada, The United States of America and Mexico. (Label countries on map.)
  3. Tell the children that the class will be building a “growing time line” to help students understand the sequence of events in establishing our country.
  4. Tell them that the first time that England sent settlers to America was in the year 1585 and hang a date tag on the Time Line.
  5. Ask students what had happened just prior to England trying to start a colony. (Prompt as necessary to say that England’s Drake completed a voyage around the world in 1577.) Hang a date tag on the Time Line. *Ask children if this tag should go before (to the left) or after the first tag on the date line.*
  6. Then ask them to think back to what happened before that. (Guide them to say that Pizarro defeated the Incas.) Tell them the year was 1532 and hang date tag.
  7. Then ask them to back up again to tell you what happened before Pizarro defeated the Incas. (Guide them to say that Cortes defeated the Aztecs.) Tell them the year was 1521. Hang date tag, constantly asking where tags should be placed in the sequence.
  8. Ask students, “How did Pizarro and Cortes even know about these new lands?” (Guide them to say: Because Columbus discovered the new world.) Teach them the phrase: “In fourteen hundred ninety-two, Columbus sailed the ocean blue.” Again place a tag on the time line to honor this event.
  9. Explain that as we move through the discovering and settlement of America, we will continue to add to our time line. (Create tags at your discretion to mark important events and dates.)
  10. Explain that they will now hear more about England’s first attempt at starting a colony. Again show the children where Roanoke is located on the map.
  11. Read *Roanoke: The Lost Colony (The Library of the Thirteen Colonies and the Lost Colony)*. Discuss and have children retell important events.

12. Pass out coloring sheet (Appendix H) showing what John White found on his return to the island. While children are coloring this page, lead a discussion about what we have learned so far. Explain that Walter Raleigh sent families on the second trip to see if they would be more successful than the men and soldiers he sent on the first trip. He thought that they would have a greater motivation and interest in making sure that the colony succeeded. They had given up their homes in England and had made a commitment to seeing this succeed. Ask them to think about what might have happened to the colonists. Encourage them to think about Virginia Dare. (Ask: Why do you think they named the baby *Virginia*? To honor the Queen, just as Barlowe had done in naming the land Virginia!)
  13. Collect papers (or send home to complete) and make sure the children understand that this island is not a part of present-day Virginia, it is part of North Carolina – and it is now know as “The Lost Colony”. Show them on the map and label the island “The Lost Colony”.
  14. **Day Two** - Tell children you will be reading more about the Lost Colony from *What Your First Grader Needs to Know* (pages 151-152). This reading will simply reinforce what was taught in the previous book.
  15. Ask children if they heard something from the second reading that they had not heard in the first book. Explain that different authors interpret history differently, and that most historians believe that John White found the entire word “CROATAN” was carved into another tree on Roanoke. Clarify that before White had left for England, he and the colonists had agreed that if the colonists had to leave the island, they would carve on a tree the name of the place they were going to. If they were in danger, they were to carve a cross next to the word. Since there was no cross carved into the tree, White believed that the colonists had left willingly, to go live with the Croatans. Clarify that there were no bones or skeletons left behind to indicate that the colonists died or were killed on the island.
  16. Teach them the phrase “It’s a mystery in our history.” (The children love this and will find many other opportunities in many other units to apply this little phrase. i.e. What happened to the Mayans? “It’s a mystery in our history!”) Tell them that although we don’t know what happened, years later, some people claimed to have seen blonde, fair-skinned Native American children!
  17. Guide children in completing the “Lost Colony” Two-Column Notes.
- E. *Assessment/Evaluation*
1. Class participation in discussions and organizing of time line.
  2. Accurate completion and detail in illustrations on Lost Colony Notes.

**Lesson Five: Jamestown, a lasting colony (two hours – split over two days)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
    - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
    - c. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)

- d. Students will understand the relationship between locations of settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D).
2. Lesson Content
- a. Virginia
    - i. Jamestown
    - ii. Captain John Smith
    - iii. Pocahontas and Powhatan
  - b. Slavery, plantations in the Southern colonies
3. Skill Objective(s)
- a. Students will participate in creating K-W-L charts for the various topics.
  - b. Students will develop an understanding of the reasons for Europe’s exploration and settlement of North America.
  - c. Students will understand the rivalry between England and Spain.
  - d. Students will identify and discuss important individuals in the early exploration of the Americas including; John Smith, Powhatan, and John Rolfe.
  - e. Students will identify and discuss important groups and cultures in the early exploration of the Americas including: Native Americans, English settlers and Slaves.
  - f. Students will create timelines that show people and events in sequence using years. (Colorado State History Standard 1.2)
  - g. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
  - h. Students will recognize how the presence, interactions, and contributions of various groups and cultures affected early exploration and settlements in America. (adapted from Colorado State History Standard 3.1)
  - i. Students will explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D)
  - j. Students will understand what kinds of resources are necessary for human existence. (Colorado State Geography Standard 1-4.5.3.A)

**B. Materials**

1. *What Your First Grader Needs to Know (Revised Edition)*
2. *The Colony of Virginia (The Library of the Thirteen Colonies and the Lost Colony)*
3. Bulletin Board Map
4. K-W-L Chart: Jamestown
5. Two-Column Notes: Jamestown (Appendix J)
6. Two new date tags for Time Line (1607 Jamestown is founded) plus (see procedure #11)
7. Coloring Page: Jamestown (Appendix K)

**C. Key Vocabulary**

1. Investors – people who give money to pay for something they hope will earn them more money later on
2. Charter – official paper giving someone permission to do something
3. Representative – a person chosen to vote or speak for others
4. Governor – a person put in charge of a colony by a king or queen
5. Burgesses – persons elected to help rule Colonial Virginia
6. Plantations – large farms where crops are grown
7. Slave – a person who is owned by another and has no rights

8. Indentured Servant – a person who has to work another person for a fixed amount of time because the other person paid their travel or living expenses
  9. Peninsula – a point of land surrounded by water on three sides
- D. *Procedures/Activities*
1. Refer to *Key Vocabulary* words as necessary throughout the lesson.
  2. **Day One** - Create new K-W-L Chart to find out what they already know about Jamestown. (Be creative in your design, or simply do on butcher paper.)
  3. Explain that we are now moving forward to the year 1607 and there is a new ruler of England. King James I granted a charter to a company called the Virginia Company. They were to start a colony in America. People would invest money in the company and hoped to make money from the colony later on.
  4. Read from *What Your First Grader Needs to Know*, pages. 152-154, “A Lasting English Colony: Jamestown”. (Do not read section on Pocahontas yet!) Discuss and have children retell.
  5. Find and label Jamestown on the Bulletin Board Map, discussing geography of land. Explain that Jamestown was located on a peninsula and that is why the land was so swampy and had so many mosquitoes. Ask children if they have ever gone camping or picnicking by a river or lake with lots of marsh and wet area. Give them a good mental picture and connection that this is the type of land that was very near Jamestown. (We usually tie colored yarn to mark route from England to Virginia, or if laminated map, simply trace their route and label map as appropriate.) See if children can find a big peninsula on the map. Most will identify Florida....see if they can name the state!
  6. Comprehension Questions: Who was the leader of Jamestown? (*John Smith*) Why do you think that they named the colony Jamestown? (*to honor the King*) Explain to the children that the settlers also named the river the James River.
  7. Discuss why the settlers would choose to build their colony by a river. (*People need fresh water to drink and to irrigate their crops.*) Remind students that John Smith told men to “stop digging for gold and plant food.” Tell them that he told the men “If you don’t work, you don’t eat!” Lead a discussion about the problems the settlers faced with their location (*bad water, swampy land*).
  8. Add a tag to the Time Line.
  9. Allow children time to color the coloring page: Jamestown (Appendix K).
  10. **Day Two** - Read pages 5-17 from *The Colony of Virginia (The Library of the Thirteen Colonies and the Lost Colony)*. There are actually only seven pages of text and then lots of good pictures. Discuss, and allow children opportunities to practice retelling events.
  11. Add tag to Time Line to acknowledge three important events that occurred during the year 1619: 1619 Women arrive in Jamestown. African slaves arrive to work plantations. First legislative assembly in Virginia (beginning of colonial self government). Discuss these events with students.
  12. Add new knowledge to the K-W-L Chart.
  13. Guide children in completing the Two-Column Notes: Jamestown (Appendix J).
- E. *Assessment/Evaluation*
1. Participation in discussions and contributions to creation of K-W-L.
  2. Accurate completion and detail of illustrations on Two-Column Notes.

**Lesson Six: Pocahontas (one hour)**

- A. *Daily Objectives*
1. Concept Objective(s)

- a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
  - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
  - c. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)
2. Lesson Content
- a. Virginia
    - i. Captain John Smith
    - ii. Powhatan and Pocahontas
3. Skill Objective(s)
- a. Students will participate in creating K-W-L charts for the various topics.
  - b. Students will identify and discuss important individuals in the early exploration of the Americas including; John Smith, Pocahontas, Powhatan, and John Rolfe.
  - c. Students will recognize how the presence, interactions, and contributions of various groups and cultures affected early exploration and settlements in America. (adapted from Colorado State History Standard 3.1)
- B. *Materials*
- 1. *What Your First Grader Needs to Know (Revised Edition)*
  - 2. *Pocahontas*, by Jan Gleiter and Kathleen Thompson (or similar book)
  - 3. Animated Hero Classics Video, *Pocahontas (Activity Book: Optional)*
  - 4. K-W-L Chart (be creative)
  - 5. Pocahontas Coloring Page
- C. *Key Vocabulary*
- 1. Clearing – a place in the forest free from trees and bushes
- D. *Procedures/Activities*
- 1. Create K-W-L Chart for Pocahontas.
  - 2. Tell children you are going to read about Pocahontas and then they will watch a video about Pocahontas, and “no it’s not the Disney video!” Tell them you want them to pay close attention and try to identify things that they did not know before so that they can add new knowledge to the K-W-L after the lesson.
  - 3. Read bottom of page 154 in *What Your First Grader Needs to Know*.
  - 4. Read *Pocahontas*, by Jan Gleiter and Kathleen Thompson (a very good easy read). Remind children that the man who married Pocahontas was John Rolfe, the man who discovered that the tobacco crop could make their colony money! Discuss the story and reinforce the importance of Pocahontas in the survival of the colonists because she shared food with them. Have children offer ideas of new things they learned about Pocahontas and add information to the K-W-L chart.
  - 5. Have children watch the video *Pocahontas* (1/2 hour), reminding them to keep track of new things they are learning.
  - 6. Discuss video and try to avoid the discussion steering toward comparison to the Disney video...that can be another time! Add new knowledge to the K-W-L chart.
  - 7. Pass out coloring page: Pocahontas (Appendix L). Guide them in writing one new thing that they learned about Pocahontas at the top of their coloring page.

- (Depending on ability encourage them to write a complete sentence, using the information on the K-W-L to assist with spelling.)
8. Have children color the picture of Pocahontas saving John Smith as homework.
- E. *Assessment/Evaluation*
1. Participation in discussions and contributions to creation of the K-W-L chart.
  2. Sentence or description of what they learned about Pocahontas on their coloring page, neatness and detail of coloring.

**Lesson Seven: The Pilgrims and the Puritans (two hours – split over two days)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
    - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
    - c. Students will develop awareness that human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (Colorado State Geography Standard 1-4.4.5.C)
    - d. Students will understand the relationship between locations of settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D).
  2. Lesson Content
    - a. Massachusetts
      - i. Pilgrims, Mayflower, Thanksgiving Day, Massachusetts Bay Colony, the Puritans
  3. Skill Objective(s)
    - a. Students will develop an understanding of the reasons for Europe’s exploration and settlement of North America.
    - b. Students will identify and discuss important groups and cultures in the early exploration of the Americas including: Native Americans and Pilgrims.
    - c. Students will create timelines that show people and events in sequence using years. (Colorado State History Standard 1.2)
    - d. Students will identify cause-and-effect relationships in a sequence of events. (Colorado State History Standard 1.3)
    - e. Students will recognize how the presence, interactions, and contributions of various groups and cultures affected early exploration and settlements in America. (adapted from Colorado State History Standard 3.1)
    - f. Students will locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them. (adapted from Colorado State Geography Standard 1/2.1.2.E)
    - g. Students will explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. (Colorado State Geography Standard 1-4.4.4.D)
    - h. Students will understand the standard orientation of maps and globes, and find different directions on the map. (Colorado State Geography Standard 1/2.1.1.A)

- i. Students will understand that maps contain legends with symbols explaining various features and can explain various symbols. (Colorado State Geography Standard 1/2.1.1.B)
- j. Students will identify major oceans: Atlantic
- k. Students will demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America. (Colorado State Geography Standard 1/2/1.2.H)
- l. Students will understand what kinds of resources are necessary for human existence. (Colorado State Geography Standard 1-4.5.3.A)

B. *Materials*

- 1. *What Your First Grader Needs to Know (Revised Edition)*
- 2. *The Colony of Massachusetts (The Library of the Thirteen Colonies and the Lost Colony)*, by Susan Whitehurst
- 3. Enlarged simple picture of the inside of the Mayflower...a cross section; example: (<http://www.plimoth.org/Museum/Mayflower/mayflowe.htm>)
- 4. Bulletin Board Map
- 5. *N.C. Wyeth's Pilgrims*, by Robert San Souci
- 6. Early Settlements Map (Appendix M)
- 7. Any Mayflower Coloring Page (Appendix N - example)
- 8. Any Pilgrim coloring pages or activities (many are available) (example on Appendix O)
- 9. World Map
- 10. Two New Tags for Time Line: 1620 Pilgrims arrive in America aboard the Mayflower and 1630 Puritans sail from England to Massachusetts

C. *Key Vocabulary*

- 1. Pilgrims – the first group of Puritans to leave England and come to America
- 2. Puritans – people who are unusually strict regarding religion and morals, they wanted religion in England to be simpler

D. *Procedures/Activities*

- 1. Refer to *Key Vocabulary* words as necessary throughout the lesson.
- 2. **Day One** - Ask children to discuss what they already know about Pilgrims and Puritans. (Create a K-W-L chart.)
- 3. Read from *What Your First Grader Needs to Know*, pages 155-157, stopping to discuss and clarify as needed. Explain that not everyone aboard the Mayflower was a pilgrim. Explain that when they arrived in the “New World” that they wrote an agreement listing laws that everyone in the new colony would follow.
- 4. Show children on the world map the path of the Pilgrims...from England, to Holland and then to America!
- 5. Locate and label Massachusetts on the Bulletin Board Map. (We usually tie colored yarn to mark route from England to Massachusetts, or if laminated map, simply trace their route and label map as appropriate.)
- 6. Locate and label where the Pilgrims settled (Plymouth Rock) and where the Puritans settled Massachusetts Bay Colony. (We usually use the color purple here and teach the catchy phrase: Pilgrims prayed in purple Plymouth. A great way to help children remember the “*who, why and where*”!)
- 7. Discuss geographical features of the land including: peninsula, bay.
- 8. Add new information to K-W-L chart.
- 9. Move Over! In this activity children will feel what it may have been like in the crowded Mayflower. Show a picture of what the inside of the Mayflower looked like. Explain to children that the Mayflower was built to be a cargo ship and was

never intended to carry passengers! Mark an area four feet by four feet on the floor and pretend it is an area between the decks on the Mayflower. Have five children stand in the square and move about. Add more children one at a time until someone yells: "Enough, it is too crowded!" Teach them that the children on the Mayflower were very crowded and uncomfortable, but they made the best of it and found or made space to play games.

10. Allow children to color a picture of the Mayflower. (Example in Appendix N.)
  11. **Day Two** - Read and discuss pages 3-13 from *The Colony of Massachusetts (The Library of the Thirteen Colonies and the Lost Colony* (only five pages of easy text, great illustrations).
  12. Remind the children that the pilgrims arrived in America and landed in a place they named Plymouth Rock. They were supposed to land in Virginia but landed much further north (possibly on purpose because they wanted freedom from the King of England).
  13. Explain to the children that the Pilgrims found the remains of an old Indian village (the Native Americans had died from disease years earlier). This helped the pilgrims get settled quicker. Stress the importance of the help they received from the Native Americans. Compare the way the pilgrims must have treated the Native Americans and the way the earlier settlers had treated the Natives.
  14. Guide children in completing the Early Settlements Map (Appendix M).
  15. Read the beautifully illustrated book, *N.C. Wyeth's Pilgrims*, by Robert San Souci.
  16. Comprehension questions: Why did the Pilgrims and Puritans leave England? (*so that they could worship in their own way*). How does this compare with the reasons that the other settlers came to America? (*the earlier settlers were hoping to make money*). What do we call the holiday that celebrates the help that the Pilgrims received from the Natives? (*Thanksgiving*).
  17. Homework: Let children color a picture of the Pilgrims/Thanksgiving (Appendix O) or similar. (Depending on your time and scheduling, there are endless Pilgrim activities and coloring pages available....use your discretion and creativity to enhance and make the best use of time and resources available. We do more pilgrim activities surrounding the actual Thanksgiving holiday!)
- E. *Assessment/Evaluation*
1. Participation in discussions and questioning
  2. Accurate completion of the Early Settlements Map (following directions, neatness)

### **Lesson Eight: Slavery Comes to the Colonies (one hour)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the general chronological order of events and people in history. (Colorado State History Standard 1.1)
    - b. Students will develop an appreciation for how various societies were affected by contacts and exchanges among diverse peoples. (Colorado State History Standard 3.1)
  2. Lesson Content
    - a. Slavery, plantations in the Southern colonies
  3. Skill Objective(s)
    - a. Students will identify and discuss important groups and cultures in the early exploration of the Americas including: Native Americans, Aztecs,

Incas, Spanish conquistadors, English settlers, Pilgrims, Puritans, and Slaves.

- b. Students will create timelines that show people and events in sequence using years. (Colorado State History Standard 1.2)

B. *Materials*

1. *What Your First Grader Needs to Know (Revised Edition)*
2. Pictures of slaves being brought to America (find in books, internet, etc.)
3. Enlarge a copy of the picture from page 158 of *What Your First Grader Needs to Know*, or copy onto a transparency so the children can see it clearly
4. World Map
5. Writing Paper

C. *Key Vocabulary*

1. Liberty – the state of being free in action or thought from others telling you what to do
2. Free – to be able to make your own choices in action or thought

D. *Procedures/Activities*

1. Refer to *Key Vocabulary* words as necessary throughout the lesson.
2. Explain to the children that you are going to teach them a little more about slaves, how they came to America, and the conditions that they endured.
3. Ask the children what they already know about slaves and slavery. Questions to pose: How do you think the slaves felt being taken from their homes and sent in ships to America? How would you feel if someone grabbed you and sold you to someone else? Do you think it is okay for people to own other people? Why is it wrong to take someone's freedom? Do you think America was the only country to deal in the sale of slaves? (Remind them of Egypt and the Aztecs if they don't go there!) Discuss the liberty and freedom we enjoy in our country.
4. Read "Slavery Comes to the Colonies" from *What Your First Grader Needs to Know*, pages 157-158, skipping sentences and questions addressed above.
5. Discuss and clarify as necessary. Show various pictures of slave ships and other mistreatment of slaves, as appropriate.
6. As classroom space permits, have the children lie on the floor, very close together, as the slaves were required to do on the ship. Ask them to think about how it feels to lay that close to other people. Have them shut their eyes and try to imagine floating on a bouncy ocean with no access to restroom facilities, etc. (They will likely become very enthusiastic in their cries of disdain here!) Have them maintain their position as long as is practical and then try to explain to the students how long the slaves had to lie in their crowded quarters aboard the slave ships. It took many weeks to cross the ocean from Africa to America! Put it into a time frame they can relate to, such as comparing the time from Thanksgiving to Christmas....ask them to think about how long they think it takes for Christmas to come! That is about how long those slaves had to endure their cramped quarters.
7. Teach the children that while many masters were kind to their slaves, many were also very cruel to their slaves. Lead a discussion as to why it would benefit the master to be kind to his/her slave. (A healthy, "happy" slave will be a better worker. A sick, unhappy slave may not do their jobs as well.)
8. Explain that some masters encouraged and taught their slaves to read, while others did not want their slaves to read. Lead a discussion as to why some would NOT want their slaves to read. (They were afraid that they would become educated and realize that slavery was wrong.)

9. Optional: Over the next two days, divide the class in half and pair the children. One will be master, the other will be a “slave” at recess and lunch breaks. Remind the children that they will reverse roles the following day, so they may want to consider how they treat their “slave”.
- E. *Assessment/Evaluation*
1. Class participation in discussions and appropriate behavior in role-playing.
  2. Have the students write one or more sentences (as appropriate) as to why slavery is wrong. (Brainstorm and put key words, sentence fragments on the board to assist children in writing sentences. i.e. everyone deserves freedom, owning people is wrong, people deserve rights to choose their own jobs, schools, churches, homes, people should not be stolen, etc.) Have them draw an illustration to go with their sentence(s) that shows something that slaves were not permitted to do, perhaps something that they are grateful that *they* can do.

## VI. CULMINATING ACTIVITIES (one hour - day one, half hour - day two)

- A. Assign the children different roles to play in re-enacting some of the events placed on the growing Time Line.
- B. Allow time to rehearse and then present.
- C. Review unit in preparation for final assessment. Tell the children they will be given the opportunity to “show off” everything they have learned!
- D. Day Two - Administer assessment (Appendix Q). Use an overhead to read questions and choices to students. Encourage them to do their best on “fill in the blank” questions. (Test takes approximately ½ hour.)

## VII. HANDOUTS/WORKSHEETS

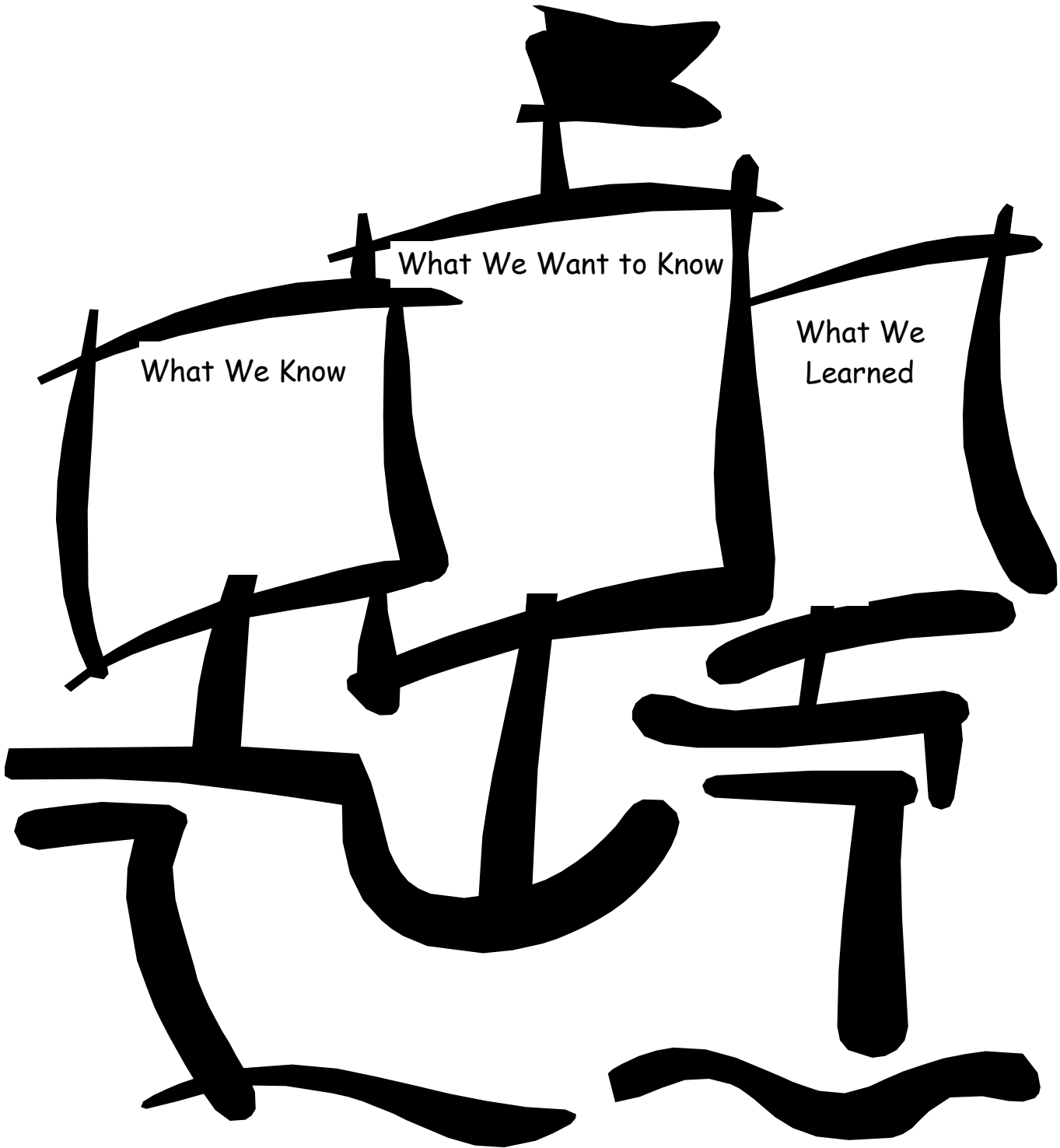
- A. Appendix A: Sample K-W-L Chart
- B. Appendix B1: Mapping Exercise of Columbus’ expedition (*to be preassembled*)
- C. Appendix B2: Mapping Exercise of Columbus’ expedition (*to be preassembled*)
- D. Appendix B3: Mapping Exercise of Columbus’ expedition (*to be preassembled*)
- E. Appendix C-1: Fill in the blank worksheets on Christopher Columbus
- F. Appendix C-2: Fill in the blank worksheets on Christopher Columbus
- G. Appendix D: Optional – Songs (*send home to have parents participate in support*)
- H. Appendix E: Cortez meets Montezuma Coloring Sheet
- I. Appendix F: Sir Walter Raleigh (Two-Column Notes)
- J. Appendix H: Lost Colony Coloring Page
- K. Appendix I: The Lost Colony (Two-Column Notes)
- L. Appendix J: Jamestown (Two-Column Notes)
- M. Appendix L: Pocahontas Coloring Page
- N. Appendix M: Early Settlements Map
- O. Appendix N: Mayflower Coloring Page (or use something similar)
- P. Appendix O: Thanksgiving/Pilgrim Coloring Page (or something similar)
- Q. Appendix P: Early Explorers Quiz
- R. Appendix Q: Final Assessment on Early Exploration and Settlement

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**Appendix A**  
**Sample K-W-L Chart**  
(copy to transparency, trace enlarged picture to butcher paper)



## Appendix B-1

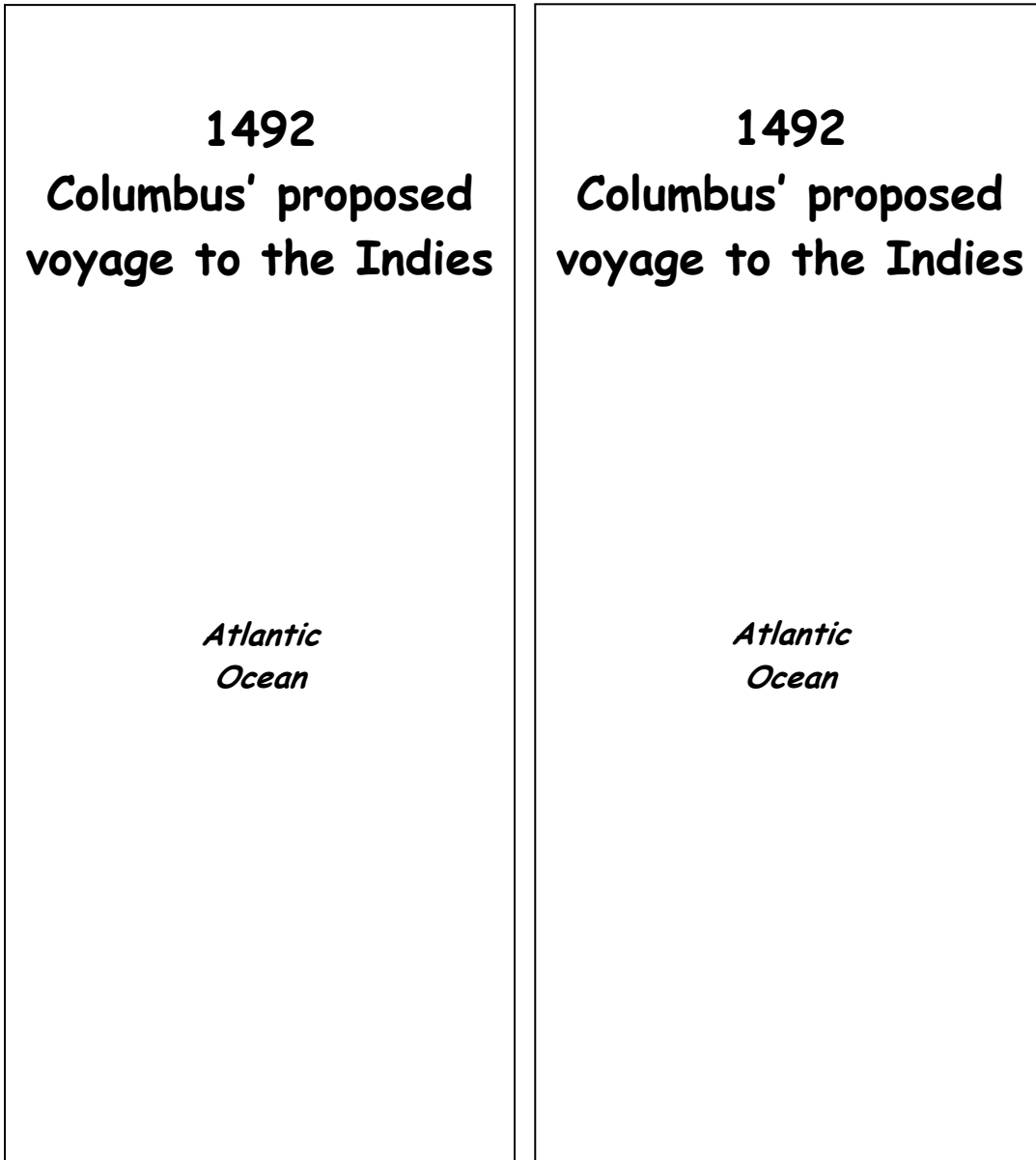
This is a great mapping exercise!

Preassemble Map Project per Instructions 1-3.

1. Copy World Map found on Appendix B-3 (the original was copied at 80% to fit appendix sheet). Before you copy, trim or use white out to delete “Appendix B-3” and the “footer”. Enlarge at 120% to 8.5” x 11” paper. *Enlarge to 11 x 14 if possible to aid little fingers!* (Copy one for each child, and an overhead for yourself.)
2. Copy and cut out flaps found on Appendix B-2, you need one per flap per child. (Enlarge at 120% or more as necessary if you make the map bigger.)
3. Staple flap of paper at top of map to cover two “unknown” continents. (Make a transparency for yourself of this as well.)
4. Show children how if you make a cylinder shape with your paper, you model the roundness of the globe and you can visualize how Columbus planned to sail west to the Indies (*overlap as you roll until India overlaps itself*).
5. Using a transparency of the map with the hidden continents, guide children in labeling the Indian Ocean on both edges of the map. (The Atlantic has been identified on the flap already.) Have them add ocean waves in the oceans.
6. Using this transparency, guide children in drawing Columbus’ proposed voyage from Spain west to the Indies. Explain that this was what Columbus was expecting to do.
7. Have children lift the “flap” to see what Columbus discovered on his way around the world.
8. Guide children in drawing actual voyage landing on the Bahama Islands.
9. Have children label the compass rose.
10. Have children label the Pacific and Atlantic Oceans.
11. Guide the children in coloring/marketing the important geographical locations and the map key. (Circle the Canary Islands as they are very small and note in Map Key.)

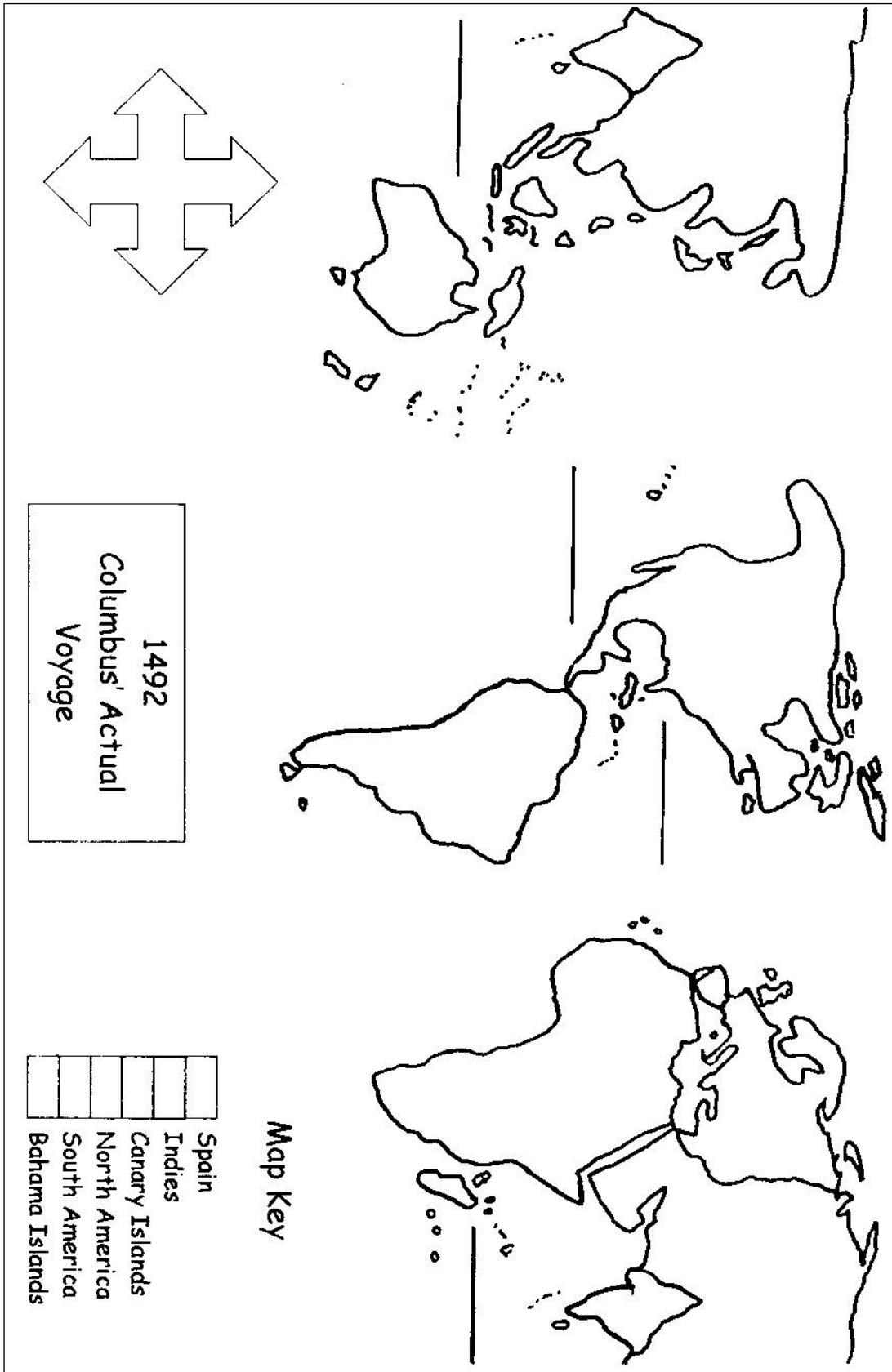
**Appendix B-2**

(Teacher: Copy at 120% minimum to fit map enlarged to 8-1/2 x 11" paper)



### Appendix B-3

(Teacher: Trim and copy map at 120% minimum to fit to 8-1/2" x 11" paper. Enlarge to 11" x 14" paper if possible!)

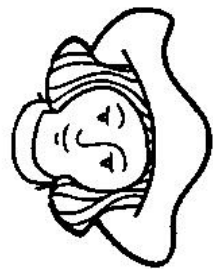
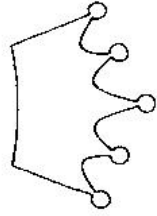


**Appendix C-1**

(Trim and Copy at 120% to fill 8-1/2" x 11" paper)

# \_\_\_\_\_ Name \_\_\_\_\_

Date \_\_\_\_\_



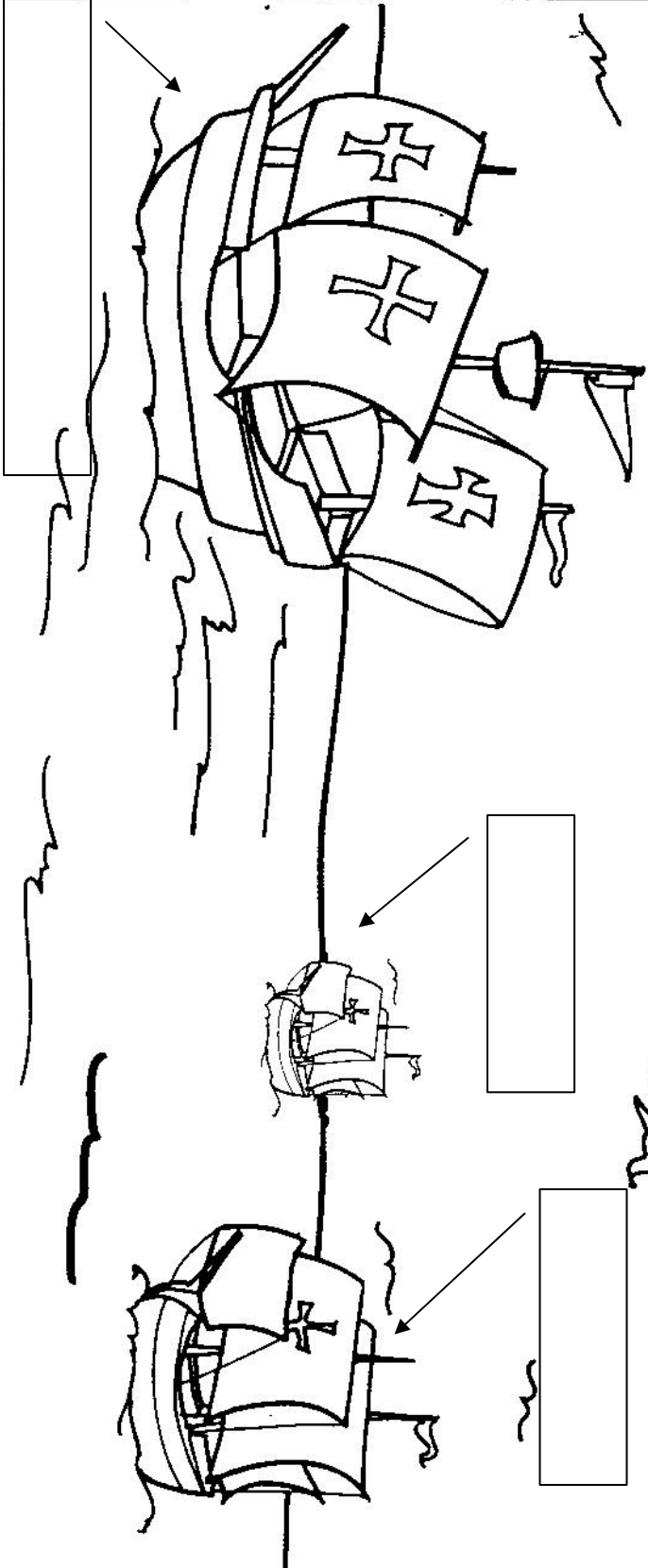
Queen \_\_\_\_\_ and King \_\_\_\_\_  
of \_\_\_\_\_ gave \_\_\_\_\_  
money to sail \_\_\_\_\_ in search  
of the \_\_\_\_\_.

Appendix C-2

(Trim and copy at 120% to fill 8-1/2" x 11" paper)

# \_\_\_\_\_ Name \_\_\_\_\_

Date \_\_\_\_\_



Christopher

sailed

from \_\_\_\_\_ with three ships:

the \_\_\_\_\_, the \_\_\_\_\_ and

the \_\_\_\_\_.

## Appendix D

Both the “Inca Tune” and “The Aztecs” are sung to the tune of “Are you sleeping? Are you sleeping?...Brother John”. – or - “There are seven days, there are seven days, in a week, in a week, Sunday.....”

“The Aztecs” song needs some practice and some poetic freedoms with fitting in the syllables to the tune, but it is fun once you get it down! Practice makes perfect!

### **Inca Tune**

by Jacki Christy

Machu Picchu, Machu Picchu,  
City in the clouds, city in the clouds,  
This is where the Inca lived,  
Farming on their terraces,  
Machu Picchu, Machu Picchu.

Then Pizarro came, sailing on a ship from Spain,  
Conquered them, enslaved their men.  
Made them mine for silver,  
In the queen’s name,  
Pizarro, Pizarro!

Sung to the tune of  
“My bonnie lies over the ocean”

### **Cortes Defeats the Aztecs**

by Jacki Christy

From Spain Cortes sailed on the ocean  
Across the Atlantic so green  
Sailed off to Central America  
Seeking treasures and land for his queen.

He brought along horses and armor,  
With cannons and weapons so strange,  
The Aztecs had seen nothing like this,  
Their old world was certain to change.

The Aztec leader, Montezuma  
Welcomed the Spaniards with his charm  
He hoped by offering them gifts  
The Spaniards would do them no harm.

Cortes, a Spanish conquistador,  
Was trained and ready for a war  
Killed Aztec warriors with expertise  
As more natives died from disease.

Tenochtitlan fell to the Spaniards  
Montezuma their leader was slain  
Spain took control over this country  
Spanish still is spoken today.

### The Aztecs

By Jacki Christy

Aztec people  
Walked for miles  
Looking for the symbol  
Ordered by their god  
Had to see an eagle  
Sitting on a cactus  
Snacking on a snake!  
Snacking on a snake!

Aztec people  
Walked for miles  
Through Central America  
Now called Mexico  
Finally saw the eagle  
Sitting on a cactus  
Snacking on a snake!  
Snacking on a snake!

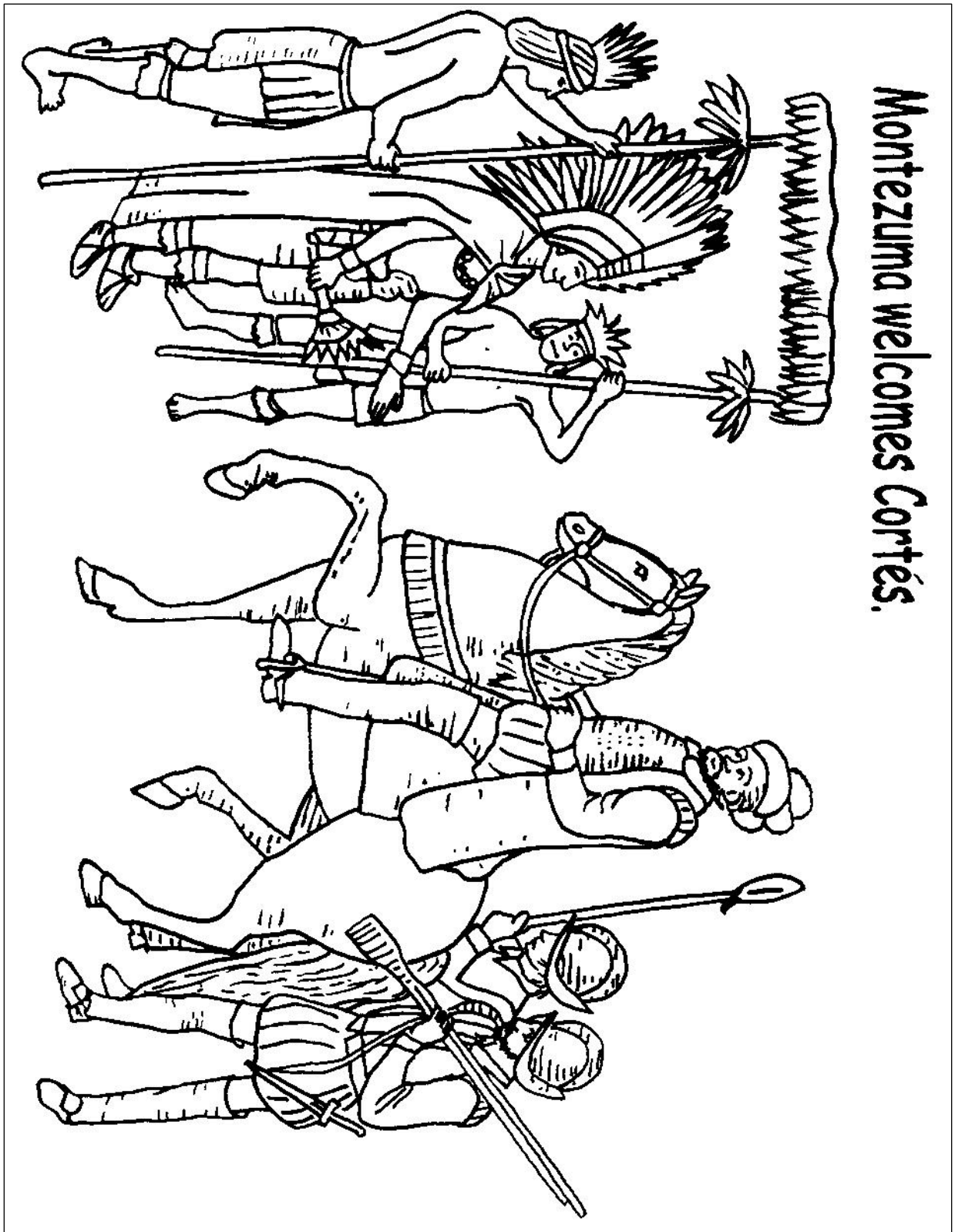
So the Aztecs  
Built their city here,  
Built it on a lake  
By the snacking snake!  
Called their city Tenochtitlan  
“la-and of the prickly pear”  
Te-noch-tit-lan  
Te-noch-tit-lan.

Mont-e-zuma  
was their leader  
Led them into battle  
With many villages  
Took their neighbors from their homes  
Sacrificing some to gods  
Montezuma and  
Aztec Warriors.

Then Cortes came  
Sailed up on a ship from Spain  
Conquered them  
Enslaved their men  
Took over Tenochtitlan  
Montezuma then was killed  
Cortes wanted gold!  
The Spaniards wanted gold!

Appendix E

(Trim and copy at ~120% to fill 8-1/2" x 11" paper)





## Appendix F-2

### Answers/Sentences for Two-Column Notes: Sir Walter Raleigh

1. She wanted to start an English colony.
2. The men landed on the island of Roanoke.
3. The men dug for gold and did not plant food.
4. They insulted the Native Americans and did not have enough food.

If desired, write in most of the sentences before copying and have children fill in only key words.

Teacher should model drawing "Picture Clues" that are simple and clear enough that children can do them and understand the connection to the sentence. (We don't care for stick people, but discretion needs to be given depending on time constraints and student ability.)

For example:

1. Draw a picture of a little village.
2. Draw the boat landing at an *island*, and again discuss the definition of an island.
3. Draw simple men digging holes in the ground, and finding nothing! (*Our kids love to write question marks above their heads as they scratch their heads, in disbelief!*)
4. Draw simple pictures of a Native American putting up his hand and walking away from the begging settlers! (*The kids love this one too! "Talk to the hand!"*) Really discuss how the settlers treated the Natives and ask "would you want to help someone who was mean to you?" Revisit the phrase "Do unto others!"

Be sure to take advantage of the "drawing time" to keep discussing the important events surrounding each of these questions.

## Appendix G

(Just a few examples of Time Line Cards. Enlarge, add detail and pictures as available!)

**1492**

Columbus sails west from Spain and "discovers" the Americas.

**1521**

Cortes defeats the Aztecs and Montezuma is slain.

**1532**

Pizarro defeats the Incas.

**1580**

Sir Francis Drake from England completes voyage around the world following Magellan's route of 1522.

**1585**

Walter Raleigh sends 100 men to Roanoke Island to start an English colony.

**1586**

Sir Francis Drake rescues settlers in Roanoke and takes them back to England.

**1587**

John White brings 140 men, women and children to Roanoke.

**1588**

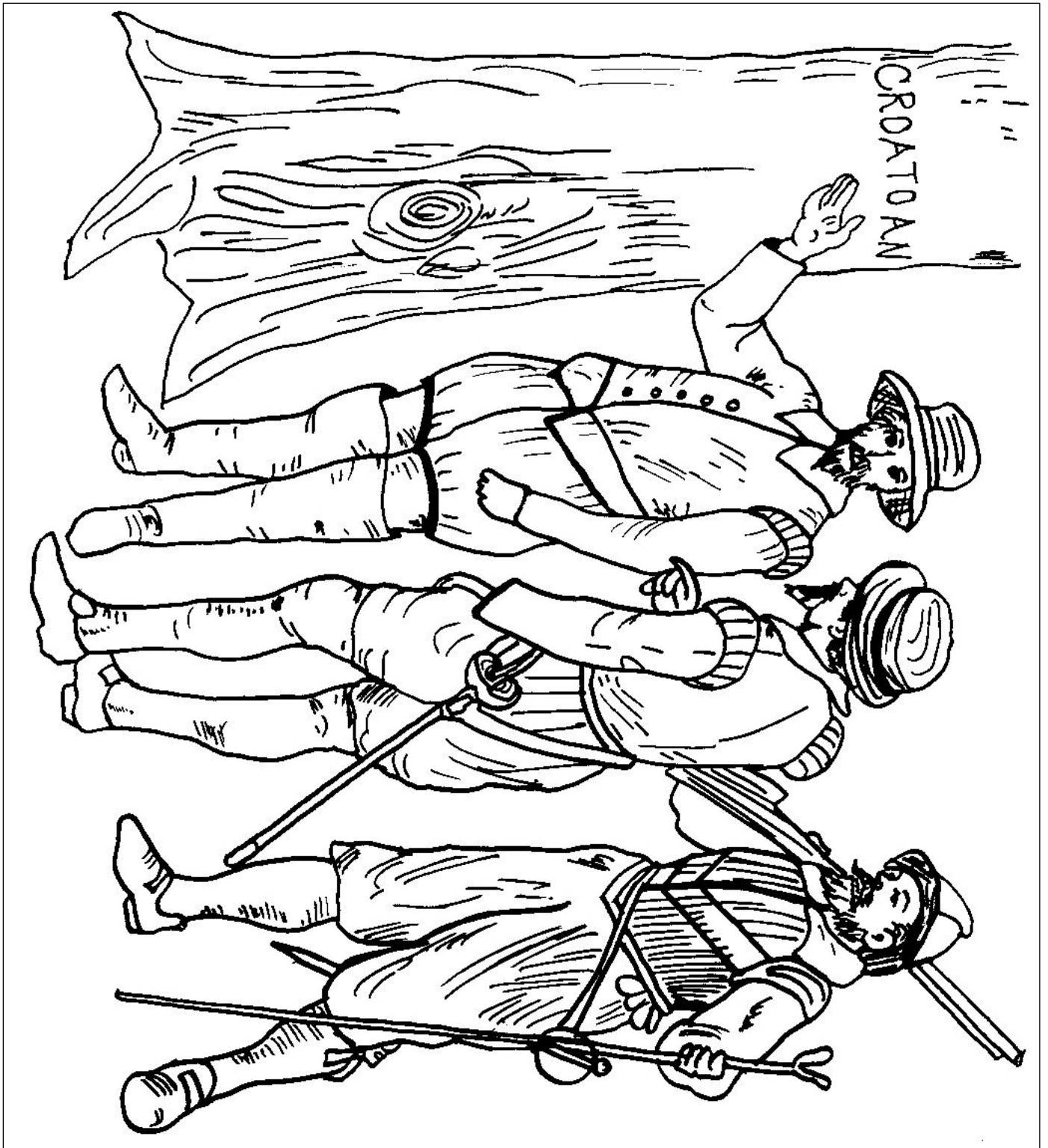
England defeats Spanish Armada and Spain's control of sea routes ends.

**1590**

John White returns from England and finds the colony abandoned.

## Appendix H

(Trim, and enlarge (~120%) copy to fill 8-1/2" x 11" paper)





## Appendix I-2

### Answers/Sentences for Two-Column Notes: The Lost Colony

1. Men, women and children came on this trip.
2. Virginia Dare, the first English baby, was born in America.
3. They found the colony abandoned. They saw "CROATAN" carved in a tree!
4. Tell children: "You tell me....what do YOU think happened?" Do you think the Croatan Indians killed the colonists? Do you think the colonists went to live with the Croatan Indians on the other island? Do you think they starved or died from disease? Answers will vary and that is ok! "It's a mystery in our history."

If desired, write in most of the sentences before copying and have children fill in only key words.

Teacher should model drawing "Picture Clues" that are simple and clear enough that children can do them and understand the connection to the sentence. (We don't care for stick people, but discretion needs to be given depending on time constraints and student ability.)

For example:

1. Draw a ship with men, women and children - or - just draw a group of people including men, women and children.
2. Draw a baby cradle with a little baby in it.
3. Draw some simple people looking at a tree with the carving in it.
4. Children can draw what they believe happened. (i.e. draw the colonist going to live with the Croatans, or being killed by the Croatans, etc.....our kids really like writing their own ending)

Be sure to take advantage of the "drawing time" to keep discussing the important events surrounding each of these questions.



## Appendix J-2

Answers/Sentences for Two-Column Notes: Jamestown.

1. Captain John Smith was the leader of Jamestown.
2. Most died from disease and by drinking bad water.
3. Native Americans traded food for tools and other items.
4. He told them to plant food - or - He said "If you don't work you don't eat!"

If desired, write in most of the sentences before copying and have children fill in only key words.

Teacher should model drawing "Picture Clues" that are simple and clear enough that children can do them and understand the connection to the sentence. (We don't care for stick people, but discretion needs to be given depending on time constraints and student ability.)

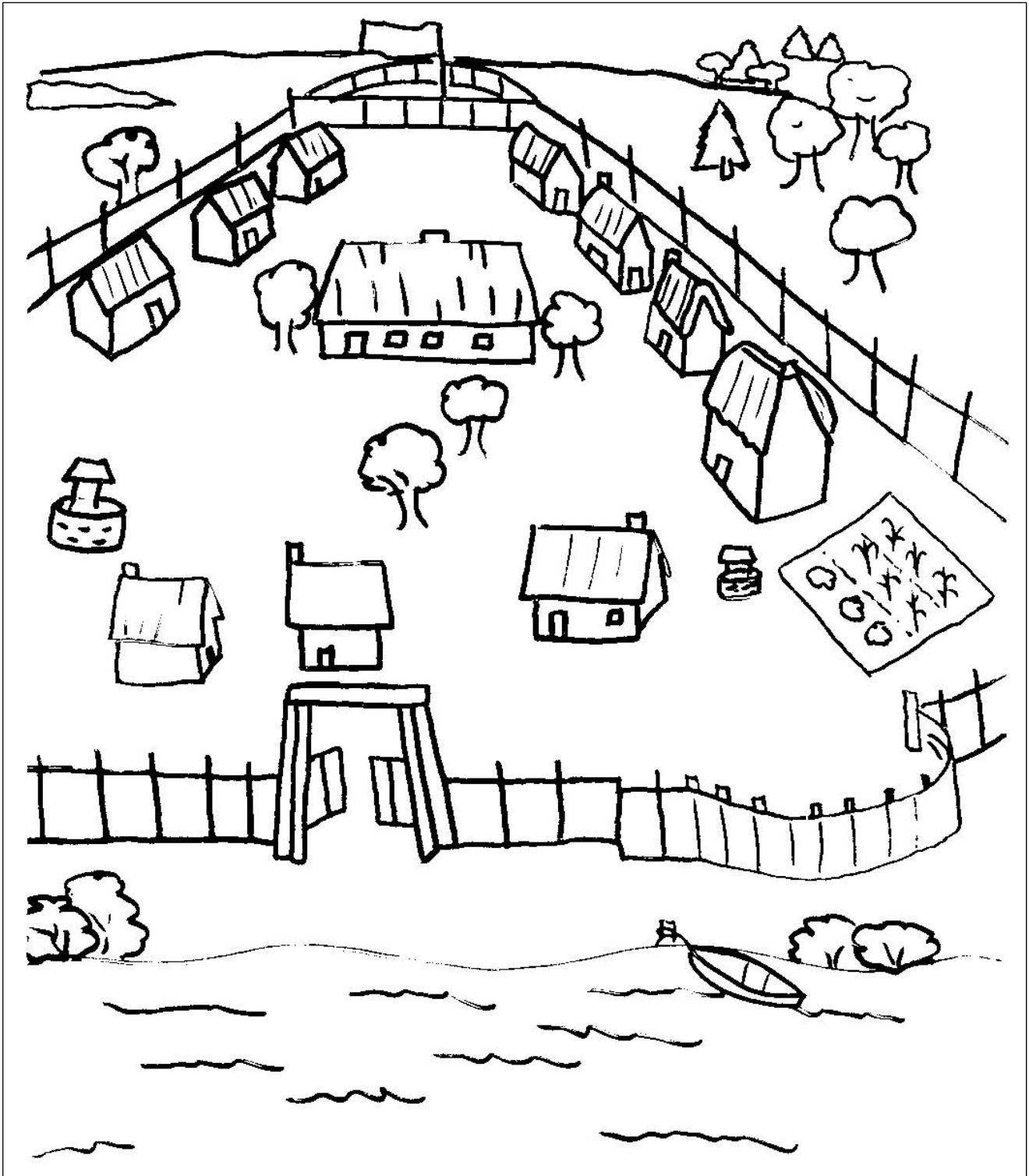
For example:

1. Draw a picture of a man that could be John Smith! ☺
2. Draw a river with mosquitoes flying around. (*Some children like to draw stick people with x's for eyes, getting stung by huge mosquitoes.*)
3. Draw some Native Americans (*simple people with feathers in their hair*) trading corn, etc., with settlers (*simple people with hats and beards*).
4. Draw either a garden, or draw people planting or harvesting food from a garden.

Be sure to take advantage of the "drawing time" to keep discussing the important events surrounding each of these questions.

Appendix K  
(Trim, and enlarge (120%) copy to fill 8-1/2" x 11" paper)

# Jamestown



**Appendix L**

(Trim, and enlarge (120%) copy to fill 8-1/2" x 11" paper)

# \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

Pocahontas saved *John Smith's* Life. I also learned that:

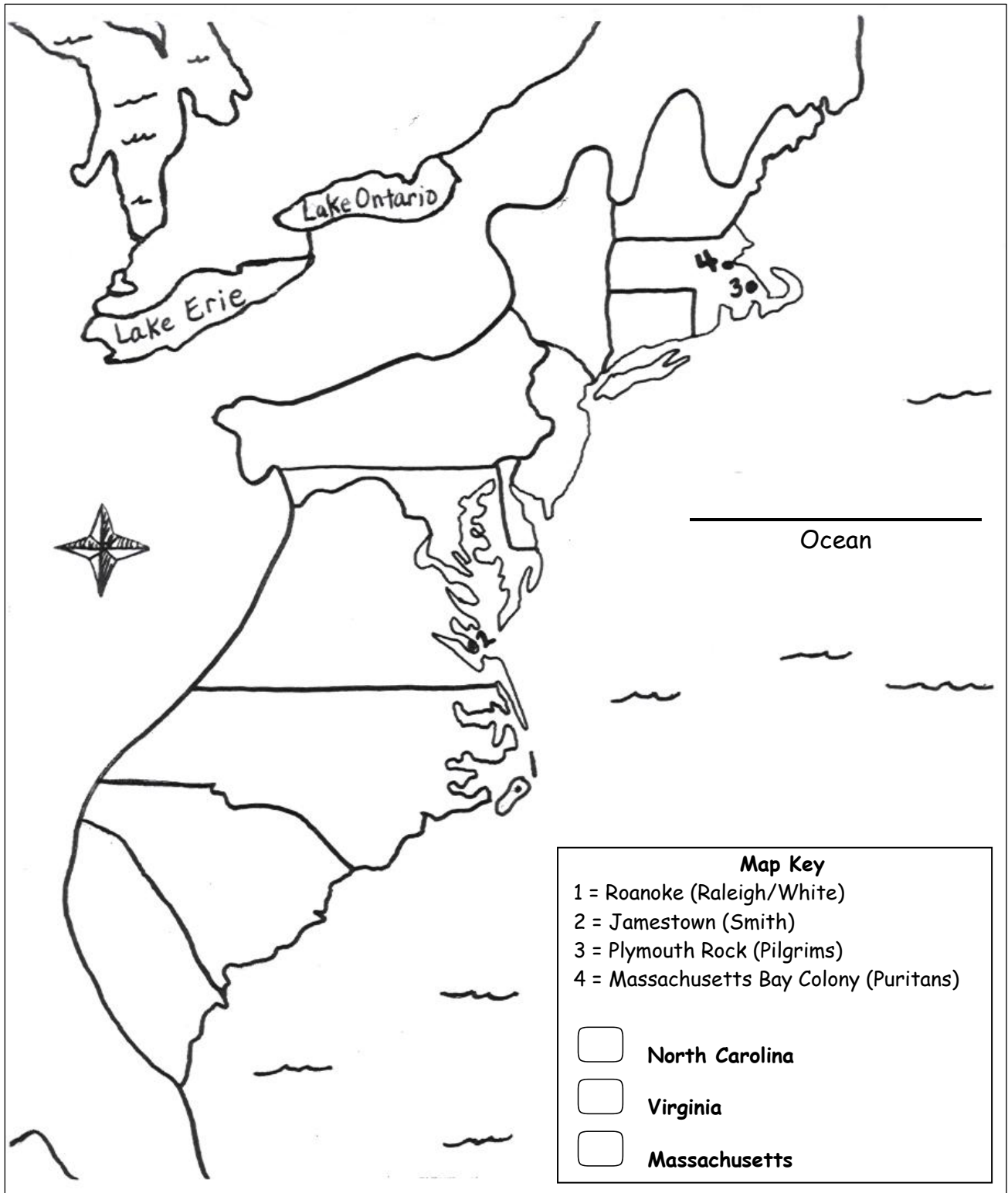
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## Appendix M

(Teacher: trim, then copy at ~120% to fill 8-1/2"x 11" paper)



## Appendix N

The pilgrims sailed on the *Mayflower* and arrived in America in 1620 in a place they named Plymouth Rock.

## Appendix O

## Appendix P-1

### Quiz on Early Explorers

1. Where did Christopher Columbus land?  
 North America    Bahamas    South America    The Indies
2. What did Christopher Columbus call the people he met?  
 Americans    Aztecs    Indians    Spaniards
3. Name Christopher Columbus' ships.  
\_\_\_\_\_
4. What year did Christopher Columbus make his first voyage? 14\_\_\_\_\_
5. Who gave Christopher Columbus money and ships to make his voyage?  
 Queen Elizabeth and King Cortez    Queen Isabella and King Ferdinand    Queen Elizabeth and King Ferdinand
6. What country were these rulers from? \_\_\_\_\_
7. Where was Christopher Columbus trying to go?  
 North America    Mexico    The Indies    South America
8. What ocean did Christopher Columbus cross? \_\_\_\_\_
9. What did the sailors see that let them know they were close to land? \_\_\_\_\_
10. What did the Spaniards call the land that Christopher Columbus "discovered"?  
 The Indies    Bahamas    The New World    North America
11. What conquistador conquered the Aztecs?  
 Pizarro    Montezuma    Cortes    Columbus

## Appendix P-2

12. Who was the leader of the Aztecs?
- Pizarro     Montezuma  Cortes     Columbus
13. Where did the Aztecs live?
- North America     South America     Central America
14. Who defeated the Incas?
- Pizarro     Montezuma  Cortes     Columbus
15. Where did the Incas live?
- North America     South America     Central America

\*\*\*\*\*

Answer Key (obviously delete before copying for children and overhead)

1. Bahamas
2. Indians
3. Nina, Pinta, Santa Maria
4. 1492
5. Queen Isabella and King Ferdinand
6. Spain
7. The Indies
8. Atlantic Ocean
9. birds
10. The New World
11. Cortes
12. Montezuma
13. Central America
14. Pizarro
15. South America

## Appendix Q-1

### Early Exploration and Settlement Assessment

1. Columbus sailed from Spain to the New World. What country sent Sir Walter Raleigh to America?  

---
2. Who was the queen of this country at that time?  
 Queen Isabella     Queen Victoria     Queen Elizabeth
3. Why did Sir Walter Raleigh send men to the New World?  
 to look for gold     to build churches     to conquer the Native Americans
4. What was the name of the island where these people landed?  
 Bahamas     Plymouth Rock     Roanoke
5. Why did they have to leave and go back home?  
 it got too cold     Native Americans quit helping them     they were homesick
6. Sir Walter Raleigh sent a second group of men to North America. The supply ship returned to England for supplies. When the supply ship returned to the island three years later, no colonists could be found. What do we call this place now?  
 The Lost Colony     Roanoke     Virginia
7. What was the name of the first successful English colony that lasted?  
 Roanoke     Jamestown     Plymouth
8. What does the word "colony" mean when we talk about history?  
 a big group of ants     a place that is ruled by people far away     a city
9. What country was ruling the original colonies? \_\_\_\_\_
10. Who was the leader of Jamestown?  
 Sir Walter Raleigh     George Washington     Captain John Smith

## Appendix Q-2

11. What are two reasons why most of the settlers in Jamestown died?  
(fill in two bubbles, cross off the answer that is incorrect) (2 points)
- bad drinking water    they had no food    disease
12. Whose life did Pocahontas save? \_\_\_\_\_
13. Why did the pilgrims come to the New World?
- to hunt for gold    to claim land    for freedom of religion
14. What was the name of the ship that brought them?
- \_\_\_\_\_
15. What was the name of the first village started by the Pilgrims?
- Roanoke    Plymouth    Virginia
16. What holiday is celebrated because of the help the Natives gave to the Pilgrims?
- Christmas    Thanksgiving    Easter
17. What was the name of the first colony started by the Puritans?
- Jamestown    Massachusetts Bay    Roanoke
18. What happened to many Native Americans?
- disease killed them    They moved to Mexico    They moved to Canada
19. Who did most of the work on southern plantations?
- farmers    Native Americans    slaves

\*\*\*\*\*Obviously: delete key before copying for children and overhead! ☺\*\*\*\*\*

answers:

- |                     |                        |                       |                    |
|---------------------|------------------------|-----------------------|--------------------|
| 1. England          | 7. Jamestown           | 12. John Smith        | 18. disease killed |
| 2. Queen Elizabeth  | 8. a place ruled by    | 13. for freedom of    | them               |
| 3. to look for gold | people far away        | religion              | 19. slaves         |
| 4. Roanoke          | 9. England             | 14. Mayflower         |                    |
| 5. Native Americans | 10. John Smith         | 15. Plymouth          |                    |
| quit helping them   | 11. bad drinking water | 16. Thanksgiving      |                    |
| 6. The Lost Colony  | and disease            | 17. Massachusetts Bay |                    |