

Thematic Unit Social Studies

Sherry Ware

5 November, 1999

ELED 4050

Professor Jay Monson

Christopher Columbus

Social Studies Thematic Unit
Columbus' Landing in the New World
Lesson 1/ Social Studies

Motivation:

Play hangman using the word "Columbus".

Objective and Purpose:

To increase the students understanding of the individual and worldwide implications of the voyage Columbus made in 1492. This will be explained to the students through discussion mainly, questions and inquiry as to what they know and how they feel about this momentous event in history.

Methods:

- *Read the last few pages of Morning Girl and the entry from Columbus' journal at the back of the book.
- *Discuss this reading with the students. Talk to them about the changes this one event from history would have on the entire future of the world.
- * Show the students on the map and the globe exactly where he landed in the Bahamas.
- * Calculate how long the voyage took, what might the crew's attitude have been.
- *Give some background information about Columbus, where he came from, why he undertook such an adventure, where he thought he was, etc.

Materials:

- *Chalk and blackboard for game
- *Book Morning Girl, by Michael Dorris, Trumpet Club, 1994, pps.68-74
- *Wall map and globe
- *Writing materials for each student, for the assessment portion of the lesson.

Assessment Procedure:

The students will write a half page or so on how they would feel to have been either the Europeans coming to a strange foreign land, or about how they would have felt to be the Natives already here watching the strange newcomers.

Personal Evaluation:

Social Studies
Thematic Unit
Lesson 1/Activity

Unscramble

ainn_____

anpti_____

tsaan raami_____

pnisa_____

bsclmouu_____

msbhaaa_____

brtceoo_____

lsia_____

swte_____

tsae_____

Answer Key to
Unscramble

Nina

Pinta

Santa Maria

Spain

Columbus

Bahamas

October

sail

west

east

Words to the song
"Columbus"

Columbus sailed the ocean blue, in 1492.
To find a route to India, in 1492.
He had three ships in his command,
supplies and husky crew.
Supported by the Queen of Spain,
his fearless strength came through.
He lost his way to India,
America he found.
October 12th, Columbus Day,
a day that is re-knowned.

Background Information
for the
Teacher
for the
Lesson on Nutrition

HIS VOYAGES AND DISCOVERY OF THE NEW WORLD

THE FIRST VOYAGE

Columbus sailed from Palos de la Frontera on 3 August, 1492. His flagship, the Santa Maria had 52 men aboard while his other two ships, the Nina and Pinta each held 18 men. The expedition made a stop at the Canary Islands and on 6 September 1492 sailed westward.

Let us look at the first voyage and the victuals embarked on the three vessels, the Nina, Pinta and Santa Maria. The first problem was to obtain supplies of food, wine and water. At the Canary islands they picked up fresh water, wood and the famous Gomera goat cheese.

“Christopher Columbus...
his gastronomic persona”
by Lucio Sorre`

Columbus' first voyage had the best victuals (and enough to last a year), not the case in his other voyages.

The menu for Spanish seamen consisted of water, vinegar, wine, olive oil, molasses, cheese, honey, raisins, rice, garlic, almonds, sea biscuits (hardtack), dry legumes such as chickpeas, lentils, beans, salted and barreled sardines, anchovies, dry salt cod and pickled or salted meats (beef and pork), salted flour. The olive oil and perhaps olives were stored in earthenware jugs. All other provisions were stored in wooden casks which, according to some reports, were of cheap and faulty construction permitting the preserving brine to leak out of the meat casks and moisture to invade the casks of dry provisions. All were stored in the hold, the driest section of which was normally reserved for those casks carrying dry provisions. A cooper (barrel maker) was responsible for keeping the casks tight, an almost impossible challenge.

Food, mostly boiled, was served in a large communal wooden bowl. It consisted of poorly cooked meat with bones in it, the sailors attacking it with fervor, picking it with their fingers as they had no forks or spoons. The larger pieces of meat were cut with the knife each sailor carried.

At the time of Columbus, the only means of cooking was an open firebox called "Fogon." It was equipped with a back to screen it from the wind. Sand was spread on the floor of the box and a wood fire built on it. Of course, all this was obliterated in stormy weather. Later on, portable ovens were made available to set up ashore when the opportunity arose.

Fish was cheaper and more readily available than meat and was served more often. Meats were often prepared in some sort of stew with peas other legumes or rice and served with sea biscuits which were soaked in the soup or in water for edibility. Sea biscuits were purchased to last at least a year, providing they were kept in dry areas.

For drink the crew had wine and water. Both were stored in wooden barrels. The wine was red and high in alcohol -- a preservative feature. It probably came from the hot, dry, undulating treeless chalky plains of Xeres (Jerez) near Cadiz, where the vines were first planted by the Phoenicians, tended by the Greeks after them and then the Romans and much later the Moors. The wines while rich in character were not fortified at that time. Fortification came much later.

During the days of calm at sea, the sailors would fish and then cook their catch.

The weather during the journey was pleasant, no major storms. By 10 October, after 34 days at sea, the sailors became hysterical and were ready to mutiny, many of them feeling that since the world was flat, at any moment they would fall off.

Columbus convinced the mutineers to wait 3 more days. They very next day they saw tree branches in the water and realized that land was close.

DISCOVERY OF NEW WORLD -

America, exploration of the Bahamas, north coasts of Cuba and Haiti.

After making landfall in the Bahamas at dawn on 12 October 1492, Columbus explored the coasts and named a large number of islands, including Cuba and La Espanola. When

he went ashore he was puzzled because the "easterners" were not what footloose Marco Polo described them to be on his return to Europe in 1295 after spending 20 years in the Orient, nor did Columbus see any "pagodas" with golden roofs.

He did find lush vegetation and marveled at the variety of strange plants. In the "New World," maize (Indian corn) was the most widely cultivated crop to be found and was invariably grown in conjunction with beans, squashes and other food plants, combinations that provided a diet with a good balance of proteins and carbohydrates.

Maize was the predominant staple of the Indian communities of the eastern part of the present-day United States. Almost all other foods were mixed with corn gruel or baked in little corn cakes. In tropical America, manioc or cassava, became the major food crop. Manioc, a plant native to South America produces a starchy root that can be made in gruel or bread. the domestication of manioc was of enormous importance to tropical communities because the plant yields more food per acre than any other crop.

One of the most important food plants developed in pre-Columbian America was the potato - first cultivated in the highlands of South America. Through the potato did not grow well in the tropics, the sweet potato thrived in both temperate and tropical zones. Other crops included the peanut, tomato, papaya, pineapple, avocado, chile pepper, cotton and cocoa. The Mayas and Aztecs valued cocoa highly as a beverage and even used cocoa beans as a medium of exchange.

Within a half a century of the first voyage of Columbus, Spain had conquered the Aztec, Maya and Inca civilizations and established an enormous colonial empire. The Spanish conquest did not completely destroy the pre-Columbian agrarian system. Instead, it introduced Old World plants, animals, tools and methods that coexisted with the Indian system. Eventually, each system borrowed elements from the other, irrevocably changing the agriculture of both the Old and New World.

Europeans introduced sugarcane, rice, olives, bananas, wheat, barley and European broadbeans.

On Christmas Eve 1492 the Santa Maria ran into a coral reef off the coast of Haiti and, with the help of the local Indians, Columbus removed supplies, dismantled the ships timbers and established La Navidad, a colony around two houses donated by the local "cacique" or chief.

He left behind 39 crewmen, including a carpenter, caulker, physician, gunner, tailor and cooper. He also left water casks and oil jars to collect gold. The men were told to trade with the Indians and collect as much gold as possible and hold it for his return. Columbus then instructed them to build a fort with a moat to impress the Indians and to use in case of danger. The crewmen did not follow these instructions as the Indians seemed friendly.

RETURN TO SPAIN

In early 1493 Columbus returned to Spain on the Nina. The Pinta followed. The return trip was quite rough, most of the crew were sick and 4 of the 6 Indians he brought with him, died. Columbus and his small band arrived in Palos de la Frontera on 15 March after stopping in Lisbon for repairs.

Banquets and celebrations were held in his honor. The crown appointed a special committee to acquire provisions and organize men for additional expeditions. Sailors were often cheated by ships' chandlers - they were given weak barrels, poor wine that quickly turned to vinegar and old maps instead of good.

SECOND VOYAGE

Discovered the windward and leeward Islands that bound the eastern Caribbean, explored Puerto Rico, the southern coast of Cuba and Jamaica and circumnavigated Hispaniola Columbus left Spain in September 1493 this time with 17 ships and 1,200 men, all eager to find wealth and immense riches. On October 13, 1493 they stopped at Madeira and Canaries for water, wood and gomer cheese and then in the Cape Verde Islands for goat which he then had slaughtered and salted.

We know that barreled wine from Jerez was used as ballast during Columbus' second voyage to the New World

While there are no complaints of carelessness or ship chandler's dishonesty reported on the first voyage, this was not the case on the second voyage. The people entrusted

with supplying 17 vessels carrying 1200 men believed in spending the least money possible. As a result, wine and water barrels leaked, the wine quickly turned to vinegar, the food was beginning to spoil at the time of purchase, and old nags instead of Andalusian horses were loaded along with livestock.

Salting methods were very good and properly meat would keep as long as 40 years provided the casks - which contained about 30 gallons - were kept in good order and their contents were not allowed to become dry. Most of the meat was of such poor quality that it was beginning to go bad at the time of preservation.

days of calm sea the men fished and were able to enjoy fresh fish.

On land, humidity and heat played havoc with food supplies - sea biscuits turned into soft masses of pulsating weevils, meat and dry fish turned into malodorous masses but the men endured the trials and tribulations.

When sea biscuits became too spoiled, a flour made of cassava roots of the manioc or yucca plant, leached out of their poison (hydrocyanic acid - the Indians dipped their arrow tips into this poison), was used to make into thin pancakes. At first the Spaniards did not like it, but they soon had to accept it as it was superior to the moldy hardtack they had available. They also learned to eat iguanas in Cuba (at first thought disgusting) even "barkless" dogs (thought to taste as good as "kid from Seville").

When he reached Haiti (11 months after leaving) he found La Navidad burned and all his men dead.

Of the twelve hundred crew, staff and passengers on this second voyage, three hundred died of disease in the new settlement of La Isabella during 1494, despite the heroic efforts of Dr. Chanca. The weather was also hostile. A hurricane in 1495 destroyed all the ships in the harbor including those that Columbus' financial backer Berardi had leased and loaded with merchandise. Columbus was able to return to Spain only by patching together two ships from the wreckage.

RETURN TO SPAIN - 1496

6 he sailed back home. This time he did not receive a hero's welcome. His men were bitter that they did not find the wealth they were seeking, they found no cities, no money economy, no metal tools, manufactures or ores.

Columbus' report to the monarch when he arrived in Seville only confirmed the rumors

they had already heard from resupply ships that had crossed the ocean during 1494 and 1495. Ferdinand and Isabel gave the Admiral a distracted if not cool reception. By the time the monarchs once again summoned Columbus to court in 1497, relations were decidedly cool. Furthermore, the royal treasury was once again empty. Though they approved financing for a third voyage funding moved a glacially slow pace. No westbound sailing ships left in 1497.

From Internet site: http://www.castellobanfi.com/features/story_3.html

Social Studies Thematic Unit
Good Nutrition and the Food Columbus Ate
On His Voyages to Discover America
Health & Nutrition/Lesson 2

Motivation: Read The Pedro's Journal/a voyage with Christopher Columbus,
August 3,1492 - February 14, 1493,,Pam Conrad

Objective: To give the students a sense of good nutrition, and to give them an appreciation of the good food available to us today.

Methods: Pass out the information sheets and have the children fill them out as to what they ate yesterday.

Review with the children what Columbus and his crew had to eat on his voyages. (The teacher will have to have read over the background information in the unit beforehand.)

Show the children a Food Guide Pyramid, and have them compare their list of the food they ate yesterday with the recommendations on the guide.

Have the children compare what the crew of Columbus' ships ate to the food guide.

Discuss the comparisons.

Materials: Book, The Pedro's Journal/ a voyage with Christopher Columbus,

August 3, 1492 - February 14, 1492, Pam Conrad

A copy of the background information contained in this unit.

A class size Food Guide Pyramid, food picture cut outs, tape.

Pre-printed sheets for the children to write what they ate
yesterday,(a sample to copy is included with this lesson.)

Assessment: Have the children come up to the Food Guide Pyramid and create,
one by one, a daily nutritious menu using samples of food cut from
magazines or elsewhere,

A class size felt Food Guide Pyramid and food cut outs can be obtained from
The Story Teller, 308 E. 800 S. Box 921, Salem UT 84653 (801) 423-2560

Social Studies Thematic Unit

Lesson 2/ Nutrition

What I Ate Yesterday

Breakfast

Lunch

Dinner

Snacks

Social Studies Thematic Unit

Lesson 3/Language Arts

Communications

Motivation: Play a game of charades, letting several students who want to and who have easy, fun, good ideas, (have them whisper them in the teacher's ear for her approval) to illustrate how difficult it can be to communicate without words, but that it can be done.

Objective: To have the students become more aware of the different forms of communications people use and how important it is in human life.

Methods: Ask if anyone knows American Sign Language, (or if possible have a guest come and demonstrate sign language) if so, have them come up and demonstrate some simple phrases, and greetings like, Hello, Goodbye, Me, You, maybe The Pledge of Allegiance, father, mother, sister, brother, etc.

Mention Helen Keller and tell her story of communicating.

Write on the board these same words in various languages

Bonjour, Au revoir, maybe getting some of the foreign words from the students, Spanish, German, French, whatever the class can come up with. Use the Books from the list to use Indian Sign Language, Morse code, Flags for ships to use for identification and communication.

Discuss how Columbus might have communicated with the "Indians" he

thought he had found when there was a language barrier between them. Ask what languages might Columbus have spoken.

He was from Italy, he went to Portugal for funding first, and then to Spain. He was a sailor and had traveled much before his voyage to America.

Play a quick game of gossip, going around the room, to show how communication can get mixed up unintentionally. Emphasize how important good communication is.

Tell how the Navajo language proved valuable in WWII because the Japanese couldn't break the code

Discuss the Battle of New Orleans and why it was fought for nothing because the war was already over, but communications was so slow in 1812, that New Orleans did not get the news of the treaty that was signed and the British surrender until three months after the fact, then sing the song with and to the kids, the alligator being used for a cannon will amuse them. .

Discuss various forms of communication in use today, Newspapers, radio, TV, and the newest, the computer and the internet, and e-mail.

telephones of all kinds, a picture of the Hubble Space craft, and some of the pictures it has sent back to us, a picture of a communications satellite.

Materials: Sign Language books that show American Sign Language in the alphabet, and in symbols. Have an Indian Sign Language book. Some two language dictionaries if the teacher doesn't know any other languages. A copy of the Morse code. An encyclopedia of flags.

Newspapers, a radio, a TV if one is in the room, A telephone, a computer

to point out in the room if available.

Pictures of the Hubble Space craft, and a communications satellite.

A telephone, or several, maybe a cordless and a cellular phone if one is available.

Lyrics to the song "The Battle of New Orleans" (included in this unit)

Assessment: Have the children write a message in morse code to the teacher.

Have them pair up and use sign language to communicate to their partner.

For a specified time period have them communicate with one another and with the teacher without talking. Writing notes, codes, sign language, charades, whatever.

Morse Code Alphabet

The International morse code characters are:

| | | |
|-----------|-----------|-------------|
| A .- - | N - . | 0 - - - - - |
| B - . . . | O - - - - | 1 . - - - - |
| C - . - . | P . - - . | 2 . . - - - |
| D - . . | Q - - . - | 3 . . . - - |
| E . | R . - . | 4 - |
| F . . - . | S . . . | 5 |
| G - - . | T - | 6 - |

| | | |
|-------------|-----------|-------------------|
| H | U . . - | 7 - - . . . |
| I . . | V . . . - | 8 - - - . . |
| J . - - - | W . - - | 9 - - - - . |
| K - . - | X - . . - | Fullstop . - . - |
| L . - . . | Y - . - - | . - |
| M - - | Z - - . . | Comma - - . . - |
| | | - |
| | | Query . . - - . . |

The Battle Of New Orleans

-Artist: Johnny Horton

-the # 21 song of the 1955-1959 rock era

-was # 1 for weeks in 1959

-Words and Music by Jimmy Driftwood

In 1814 we took a little trip

Along with Colonel Jackson down the mighty Mississip

We took a little bacon and we took a little beans

And we caught the bloody British in the town of New Orleans

We fired our guns and the British kept a'comin'

There wasn't nigh as many as there was a while ago

We fired once more and they began to runnin'

On down the Mississippi to the Gulf of Mexico

We looked down the river and we seed the British come

And there must have been a hundred of 'em beatin' on the drum

They stepped so high and they made their bugles ring

We stood behind our cotton bales and didn't say a thing

We fired our guns and the British kept a'comin'

There wasn't nigh as many as there was a while ago

We fired once more and they began to runnin'

On down the Mississippi to the Gulf of Mexico

Old Hickory said we could take 'em by surprise

If we didn't fire our muskets till we looked 'em in the eyes
We held our fire till we seed their faces well
Then we opened up our squirrel guns and gave 'em ..Well....we...

àfired our guns and the British kept a'comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Yeah they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go
They ran so fast that the hounds couldn't catch 'em
On down the Mississippi to the Gulf of Mexico

We fired our cannon till the barrel melted down
So we grabbed an alligator and we fought another round
We filled his head with cannonballs 'n' powdered his behind
And when we touched the powder off, the gator lost his mind

We fired our guns and the British kept a'comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Yeah they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go
They ran so fast that the hounds couldn't catch 'em
On down the Mississippi to the Gulf of Mexico

SPOKEN TAG

Hut, hut, three, four
Sound off, three, four
Hut, hut, three, four
Sound off, three, four
Hut, hut, three, four

http://www.lyrics.natalnet.com.br/oldies_list/top/lyrics/battle_of_new_orleans.txt

Sample Booklist to use with this Unit

Conrad, Pam.

**The Pedro's journal / a voyage with Christopher Columbus,
August 3, 1492 - February 14, 1493**

A view of Columbus's first trip across the Atlantic and the discovery of America

Dorris, Michael.

Morning Girl

Morning Girl, who loves the day, and her younger brother Star Boy, who loves the night, take turns describing their life on an island in pre-Columbian America; in Morning Girl's last narrative, she witnesses the arrival of the first Europeans to her world.

Marzollo, Jean.

In 1492

Rhyming text describes Christopher Columbus's first voyage to the New World.

Corwin, Judith Hoffman.

Patriotic Fun

Describes customs, crafts, and activities for eight holidays, including George Washington's Birthday, Flag Day, Labor Day, and Columbus Day.

Penner, Lucille Recht.

Celebration: The story of American holidays

Presents the origins and history of thirteen holidays, such as Columbus Day, Veterans Day, and Halloween. Also includes songs, maps, speeches, handicraft, and recipes.

Foster, Genevieve

The world of Columbus and sons, with special emphasis on the Renaissance and Reformation.

A history of the world during the lifetimes of Christopher Columbus and his sons.

Ventura, Piero

1492 : the year of the New World

An account of Columbus's voyage links descriptions of life in various countries in fifteenth-century Europe with those of life among various Indians in the New World.

The World in 1492

Introduces the history, customs, beliefs, and accomplishments of people living in Europe, Asia, Africa, Polynesia, and the Americas during the fifteenth century.

Baity, Elizabeth (Chesley).

Americans before Columbus

A panorama of life on the American continents before ever Columbus opened the way for European exploration and conquest.

Brenner, Barbara.

If you were there in 1492

Readers take a trip back in time to learn about the culture and civilization of 15th century Europe and Spain, and the discovery of America by Columbus.

Fradin, Dennis B.

The Niña, the Pinta, and the Santa Maria

A biography of Christopher Columbus, focusing on his voyage to America aboard the three famous ships.

Krensky, Stephen.

Who really discovered America?

Examines the races, tribes, wanderers, and explorers who may have found America before Columbus, including the prehistoric nomads who crossed the land bridge from Asia and possible Polynesian, Phoenician and European visitors by sea,

Liestman, Vicki.

Columbus Day

Relates the story of the discovery of America by Christopher Columbus and gives the history of Columbus Day.

Sandak, Cass R.

Columbus Day

Discusses why and how Columbus Day is celebrated and highlights the life and voyages of the famous explorer.

Jacobs, Francine.

The Tainos : the people who welcomed Columbus

Describes the history, culture, and mysterious fate of the first native Americans to welcome Columbus in 1492.

Showers, Paul.

Columbus Day. illus. by Ed Emberley

How Columbus discovered America and how that event is celebrated today.

Columbus, Christopher.

The log of Christopher Columbus' first voyage to America in the year 1492 / as copied out in brief by Bartholomew Las Casas, one of his companions ; with illustrations by J.O'H. Cosgrove.

Presents the log of Christopher Columbus as copied out in brief by his companion, Bartholomew Las Casas, relating the day-to-day drama of a long sea voyage into the unknown.

Adler, David A.

Christopher Columbus : great explorer

Chronicles the life, voyages, and discoveries of the intrepid explorer.

De Kay, James T.

Meet Christopher Columbus

An easy-to-read biography of the sailor who never really fully recognized the importance of his discovery which changed history.

Fritz, Jean.

Where do you think you're going, Christopher Columbus?

Discusses the voyages of Christopher Columbus who determined to beat everyone in the race to the

indies.

D'Aulaire, Ingri.

Columbus

A picture book biography.

Krensky, Stephen.

Christopher Columbus

A simple account of Christopher Columbus' first voyage to America.

Meltzr, Milton.

Columbus and the world around him

Describes the voyages of Columbus, the terrible impact of the Spaniards on the Indians, and the ultimate cultural influence of the Native Americans on their white conquerors.

Sis, Peter.

Follow the Dream : the story of Christopher Columbus

In a pictorial retelling Christopher Columbus overcomes a number of obstacles to fulfill his dream of sailing west to find a new route to the Orient.