

**Domain-Based Unit Overview**

**Title of Domain: Exploring and Moving to America**

**Learning Time: 14 days**

**Big Idea**

The story of American history includes Columbus, the Pilgrims, and the struggle for independence, as well as the shadow of slavery.

**What Students Need to Learn**

1. The Voyage of Columbus in 1492
  - how Queen Isabella and King Ferdinand funded Columbus's voyage
  - the Niña, Pinta, and Santa Maria
  - why Columbus used the terms Indies and Indians
  - why Europeans thought Columbus had found a new world
2. The Pilgrims
  - why the Pilgrims founded a colony
  - the Mayflower and Plymouth
  - how the Thanksgiving Day celebration came about
3. July 4, Independence Day
  - the birthday of the United States of America
  - democracy (rule of the people): Americans wanted to rule themselves rather than be governed by a faraway king.
  - why freedom did not exist for all people in the new nation: some people were enslaved

**MN Academic Standards**

*0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.*

**Pre-Assessment**

Display a KWL chart on the smartboard and fill out together.

**Domain Lesson 1**

Chapter 1: Christopher Columbus: A Young Adventurer

<b>MN Academic Standards</b>	<i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</i>
<b>Objectives</b>	<p>✓ Understand that when they were young boys, Christopher Columbus and his brother dreamed of becoming sailors. (SL.K.2, SL.K.3)</p> <p>✓ Understand that at the time Christopher Columbus lived, people did not know about all of the continents and oceans; some people thought Earth was flat and that if a ship sailed too far, it would fall off the edge of Earth. (SL.K.2, SL.K.3)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: adventure, adventurer, dock, sail, silk cloth, spices, captain, and sailors. (L.K.4, L.K.5)</p>
<b>Vocabulary</b>	adventure, adventurer, dock, sail, silk cloth, spices, captain, sailors
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Distribute copies of the World Map (AP 1.2), and tell students that you are going to quickly review the geography skills that they learned in the earlier Kindergarten CKHG units. (play 7 continents song)</li> <li>• Distribute copies of the Student Book Exploring and Moving to America to the class, and tell students the title of the book. Ask students to look at the cover and describe what they see.</li> <li>• Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit Christopher Columbus when he was a boy in Italy. Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to Italy to meet Christopher Columbus!” and then ask students to open their eyes.</li> <li>• Read through Chapter 1: pg. 2-4 pausing to discuss vocabulary and questions.</li> <li>• Distribute copies of Letter to Family (AP 1.1) for students to take home.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Chapter 2: Christopher Has an Idea
<b>MN Academic Standards</b>	<i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time. 0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</i>
<b>Objectives</b>	<p>✓ Explain the different reasons why Christopher Columbus and others at this time wanted to go on long, dangerous voyages to the Indies. (SL.K.2, SL.K.3)</p> <p>✓ Explain Christopher Columbus’s idea of how to get goods from the Indies back to Europe without having to travel across hot, dry deserts. (SL.K.2, SL.K.3)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: voyages, trade, camels, and the Americas. (L.K.4, L.K.5)</p>
<b>Vocabulary</b>	Voyages, trade, camels, the Americas
<b>Procedure</b>	<p>Day 1</p> <ul style="list-style-type: none"> <li>● Distribute Student Book, begin Chapter 2 page 5 &amp; 6</li> <li>● Review lesson objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>● Begin read aloud, pausing to ask questions and review vocabulary throughout. Cover pages 5 &amp; 6</li> <li>● Point out Asia on a map (AP 1.2)</li> <li>● TURN &amp; TALK: Why did people in Christopher Columbus’ time trade and why did they use spices?</li> <li>● Optional: Bring in spices and silk and wool scarves to discuss trade in Europe</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>● Review previous lesson and closing question</li> <li>● Distribute Student Book, begin Chapter 2 pages 7, 8 and 9</li> <li>● Review lesson objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>● Begin read aloud on page 7, pausing to ask questions and review vocabulary throughout. Cover pages 7, 8, 9</li> </ul>

	<ul style="list-style-type: none"> <li>• Show globe with the Americas covered up with sticky notes</li> <li>• TURN AND TALK: What was Christopher Columbus’s idea?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	Chapter 3: Christopher Sails West
<b>MN Academic Standards</b>	<i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time. 0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Understand who King Ferdinand and Queen Isabella were and the role they played in Columbus’s voyage. (SL.K.2, SL.K.3)</li> <li>✓ Identify the names of Christopher Columbus’s ships: the Niña, the Pinta, and the Santa Maria. (SL.K.2, SL.K.3)</li> </ul>
<b>Vocabulary</b>	risky, tools, jewels, swords
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Show students where Spain is on a world map</li> <li>• Review lesson objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>• Begin read aloud, pausing to ask questions and review vocabulary throughout</li> <li>• TURN AND TALK—Who helped pay for Christopher’s voyage west? Why?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	The Voyage West
<b>MN Academic Standards</b>	<i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time. 0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</i>

<b>Objectives</b>	Describe what life what was like for Colombus and his sailors during their voyage west.
<b>Vocabulary</b>	decks, island, and diary
<b>Procedure</b>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>● Remind students that in the last read aloud they heard about King Ferdinand and Queen Isabella of Spain. King Ferdinand and Queen played an important role in the voyage that Columbus wanted to make to the Indies. Ask students to describe what King Ferdinand and Queen Isabella did.</li> <li>● Review lesson objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>● Begin read aloud, pausing to ask questions and review vocabulary throughout</li> <li>● TURN AND TALK—Why did the sailors want to go home?</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>● Review what the sailors may have been afraid of for their voyage.</li> <li>● Look at page 15 and direct them to look at the image and describe what is happening.</li> <li>● Review lesson objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>● Begin read aloud, pausing to ask questions and review vocabulary throughout</li> <li>● TURN AND TALK—why did the sailors want to go home?</li> </ul> <p><b>Optional additional activity-</b> Be a Sailor on the Niña, Pinta, or Santa Maria- see teacher guide</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Chapter 5: Exploring the Americas
<b>MN Academic Standards</b>	<p><i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</i></p> <p><i>0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</i></p>
<b>Objectives</b>	✓ <i>Identify what Columbus called the people he met on the island where he landed and why he used this name. (SL.K.4)</i>

	<p>✓ Understand that Columbus landed on and explored islands that were part of the continent of North America. (SL.K.4)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: tobacco plants and hero. (L.K.4, L.K.5)</p>
<b>Vocabulary</b>	tobacco plants, hero
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Distribute Student Books</li> <li>● Introduce read aloud objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>● Begin read aloud, pausing to ask questions and review vocabulary throughout.</li> <li>● TURN AND TALK—Why did Christopher mistakenly call the people he met “Indians”?</li> <li>● Optional: Review lesson and Christopher Columbus Day through online resources (video and song - <a href="http://www.coreknowledge.org/ckhg-online-resources">www.coreknowledge.org/ckhg-online-resources</a>)</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	Chapter 6: The Pilgrims Search for a New Home
<b>MN Academic Standards</b>	<p><i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</i></p> <p><i>0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</i></p>
<b>Objectives</b>	<p>✓ Identify who visited the Americas first—the Pilgrims or Christopher Columbus. (SL.K.2)</p> <p>✓ Explain who the Pilgrims were and why they left their homes in England to search for a new home. (SL.K.2)</p> <p>✓ Identify the name of the ship on which the Pilgrims sailed. (RI.K.1)</p>
<b>Vocabulary</b>	board, Pilgrims, worship, axes, saws, dried meat, hammocks
<b>Procedure</b>	<p>Day 1: Read aloud</p> <ul style="list-style-type: none"> <li>● Distribute Student Books</li> <li>● Introduce read aloud objective, big question, and key vocabulary (recall throughout read aloud)</li> </ul>

	<ul style="list-style-type: none"> <li>• Have students locate/approximate where England/Europe is on the world map</li> <li>• Begin read aloud, pausing to ask questions and review vocabulary throughout. Students should follow along in their reader and look at pictures.</li> <li>• TURN AND TALK—Why did the Pilgrims go to America?</li> </ul> <p>Day 2: Mayflower Activity</p> <ul style="list-style-type: none"> <li>• Review what students know about the mayflower, why Pilgrims came to America, what their experience was like.</li> <li>• Distribute copies of A Trip on the Mayflower (AP 6.1), scissors, glue sticks</li> <li>• Have students sort the cut-out images into two piles: things useful to the Pilgrims and things that are from today. Then guide students to glue items on the trunk that would have been useful to the Pilgrims. As students paste their pictures, circulate around the room to help them understand some ways in which life was different long ago.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	If You Sailed on the Mayflower in 1620 by Ann McGovern <a href="https://www.amazon.com/s?k=if+you+sailed+on+the+mayflower+in+1620&amp;i=stripbooks&amp;crd=1Y0R5DKTQD9QF&amp;srefix=if+you+sailed+the+%2Cstripbooks%2C197&amp;ref=nb_sb_ss_i_1_18">https://www.amazon.com/s?k=if+you+sailed+on+the+mayflower+in+1620&amp;i=stripbooks&amp;crd=1Y0R5DKTQD9QF&amp;srefix=if+you+sailed+the+%2Cstripbooks%2C197&amp;ref=nb_sb_ss_i_1_18</a>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Chapter 7: On the Mayflower
<b>MN Academic Standards</b>	<i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time. 0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</i>
<b>Objectives</b>	Describe what the voyage on board the Mayflower was like for the Pilgrims at the start of the trip and then after the weather changed.
<b>Vocabulary</b>	sails, leaked, crow's nest
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Distribute Student Books open to Chapter 7: On Board the Mayflower</li> <li>• Introduce read aloud objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>• Begin read aloud, pausing to ask questions and review vocabulary throughout.</li> <li>• TURN AND TALK—What was life like on the Mayflower?</li> </ul>

	<ul style="list-style-type: none"> <li>Optional: Mayflower Virtual Field Trip <a href="http://www.coreknowledge.org/ckhg-online-resources">www.coreknowledge.org/ckhg-online-resources</a></li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 8</b>	Chapter 8: The Pilgrims Work Hard to Survive (2 days)
<b>MN Academic Standards</b>	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Identify the name that the Pilgrims gave to the area where they landed in North America. (SL.K.2)</li> <li>✓ Describe the difficulties that the Pilgrims faced during their first winter in North America. (SL.K.2)</li> <li>✓ Identify the Native American who helped the Pilgrims, and describe how he helped them. (SL.K.2)</li> <li>✓ Describe what the Pilgrims did to celebrate their success in growing crops for food. (SL.K.4)</li> <li>✓ Understand the meaning of the following domain-specific vocabulary: survive, settle, crops, harvest, and feast. (L.K.4, L.K.5)</li> </ul>
<b>Vocabulary</b>	survive, settle, crops, harvest, feast
<b>Procedure</b>	<p>Day 1</p> <ul style="list-style-type: none"> <li>Distribute copies of the Student Book. Ask students to turn to page 28 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Pilgrims Work Hard to Survive.”</li> <li>Introduce read aloud objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>Begin read aloud, pausing to ask questions and review vocabulary throughout.</li> <li>TURN AND TALK—What holiday do we still celebrate today that is similar to the Pilgrims’ celebration?</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>History of Thanksgiving video <ul style="list-style-type: none"> <li><a href="http://www.coreknowledge.org/ckhg-online-resources">www.coreknowledge.org/ckhg-online-resources</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Distribute copies of The First Thanksgiving (AP 8.1) for students to color. Remind students that the Pilgrims did not have the same foods that we have.</li> </ul> <p>Optional - churn butter and/or make corn bread</p>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 9</b>	Chapter 9: American Independence
<b>MN Academic Standards</b>	<i>0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</i>
<b>Objectives</b>	<p>Explain why the people from England who came to live in America became angry with King George III of England.</p> <ul style="list-style-type: none"> <li>✓ Explain what the Americans told King George III of England in the Declaration of Independence.</li> <li>✓ Explain why July 4, Independence Day, is called America’s birthday.</li> </ul>
<b>Vocabulary</b>	settlers, laws, king, parliament, protested and independence
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Distribute copies of the Student Book. Ask students to turn to page 33 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “American Independence”</li> <li>Introduce read aloud objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>Begin read aloud, pausing to ask questions and review vocabulary throughout.</li> <li>TURN AND TALK—Why is July 4th celebrated as America’s birthday?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 10</b>	Chapter 10: Taken to America
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<b>MN Academic Standards</b>	0.4.1.1.1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time. 0.3.2.3.1 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
<b>Objectives</b>	<p>✓ Understand why enslaved people were brought to America. (SL.K.2)</p> <p>✓ Describe what life was like for the enslaved people who were forced to come to America. (SL.K.4)</p>
<b>Vocabulary</b>	Africa, enslaved, rights, enslaved workers, slavery
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Distribute Student Books</li> <li>● Introduce read aloud objective, big question, and key vocabulary (recall throughout read aloud)</li> <li>● Begin read aloud, pausing to ask questions and review vocabulary throughout. Students should follow along in their reader and look at pictures.</li> <li>● TURN AND TALK——Did people from other places come to America for the same reasons?</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>