



Trail Guide to Learning Curriculum Series

Paths of Exploration: Columbus Unit

by Debbie Strayer and Linda Fowler

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Third Edition

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DEDICATION

We dedicate this book to all those who have bravely chosen to follow the path that the Lord laid before them, in spite of the time, sacrifice and faith it takes to do so. Most especially—to every mom who picks it up and breathes a sigh of relief. May it be a blessing to your family!

-Debbie Strayer & Linda Fowler

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★ INSTRUCTIONS ★

Welcome to the third edition of *Paths of Exploration*, a six-book unit study curriculum replacing the two-volume set in previous editions. In addition to improvements in games (color, tear-out game pages), ease of use (separate books rather than two heavy volumes), and updated layout design, we have simplified some aspects for the user.

Paths of Exploration Web Page

One key change is the implementation of a special web page with links to all things related to *Paths of Exploration*. This page includes:

- Detailed instructions
- Corrections and updates (check here for updates before starting the unit)
- Links to Facebook and user groups
- Links associated with lessons in this book

The web address for this page is: www.geomatters.com/pages/poe.

When the curriculum text or margin notes refer you to the “links page,” this is where you go to access those supplementary sites. From there, simply find the lesson and part associated with the unit you are teaching, and visit a website that enhances your study. Be sure to bookmark this page for easy access throughout the unit.

What follows are the basic instructions on teaching this unit. For more background information about the Trail Guide to Learning Series, detailed instructions for using *Paths of Exploration*, author’s philosophy, and in-depth descriptions of each section, visit the web page above. You can read online or download to computer, mobile, or tablet.

Units

Paths of Exploration is a one-year, multi-level curriculum covering the exploration phase of American history. It is divided into the following six units:

Columbus Jamestown Pilgrims Daniel Boone Lewis & Clark Trails West

Though intended to cover a 36-lesson school year, each six week unit can effectively be studied independently (except Trails West, which includes reviews of each of the previous five units). Units are arranged in six lessons with five parts each and are designed to take about a week—but we encourage you to adjust the curriculum’s schedule to fit the needs of your students. Even though one part generally takes one day to complete, with one lesson taking a week, do what works for you. Keep in mind that this curriculum is your servant, not your master.

Enrichment Activities

Every Part 5 contains Enrichment Activities that serve two main purposes. Use them throughout the lesson to help your older students (sixth grade and up) go deeper with the subject matter. Younger students who complete the lessons quickly, or who simply enjoy learning on a more in-depth level, can use the Enrichment Activities as well.

Grade Levels

All six *Exploration* units target grades 3, 4, and 5. In most assignments, the recommended activity levels are noted with icons: 🐾 for grade 3 🦋 for grade 4 and 🖐️ for grade 5. **If there is no icon (or trail marker) present, the activity is intended for all levels.** You can flex within these levels to customize assignments according to your students’ interests and abilities.

This curriculum can be easily adapted for second grade abilities by reducing reading assignments and substituting oral responses for written work. If you prefer more detailed instructions for your younger students, there is a thoroughly scripted younger extension (*Paths of Exploration Junior*), intended for families with additional children in kindergarten through grade 2.

Sixth graders can be accommodated and challenged through increased reading and writing and through the provided Enrichment Activities mentioned above. For more specific guidance and instruction, there is an older extension intended for families with additional students in grades 6 and 7.

Please note that both the younger and older extensions require the use of the main teacher guides and do not work independently.

Answers & Appendix

Answers to questions asked within the lesson text are marked with a superscript number and are located on the last page of each lesson. Answers to games are found in the appendix. The appendix also contains teacher aides, such as the Unit Summary, Lesson At A Glance planners, skills and topics charts, and instructions for games and projects.

Margin Notes

Margin notes appear in the text for several reasons, including to offer encouragement, expand or recall instructions, and explain teaching strategies. Think of them as your teacher guide, and be sure to read them all as they appear. Sometimes the margin note is repeated a second time as a helpful reminder for those who may have missed it the first time.

Lapbooks

Lapbooks are optional resources that are available to accompany each unit in *Paths of Exploration*. The lapbooks were created to build and review the concepts and content taught by the curriculum, with hands-on reinforcement. If you use lapbooks, those activities are designed to replace any corresponding Student Notebook assignments, particularly for younger students. They may also be beneficial to many older students who prefer a more hands-on approach to learning, or for review. Assignments that have corresponding lapbook activities are indicated by the symbol shown on this page.



★ LAPBOOK ACTIVITY ★

★ LESSON CONTENTS ★

Basic instructions on teaching the different subject sections in this unit are provided below. There are more detailed instructions and tips for teaching at the website provided on page 7.

Steps for Thinking

Since a primary focus of the Trail Guide to Learning Series is to develop and sharpen your student's ability to think, each lesson in *Paths of Exploration* begins with several **Steps for Thinking**. These are the big ideas demonstrated through the reading, discussion, and other activities of the lesson. Explain each step to your child, and discuss any ideas or questions he may have. You will revisit the steps regularly, so look for opportunities to connect examples to the concepts whenever possible.

A. Copywork & Dictation

Copywork and dictation activities provide a consistent method for students to see, hear, and write language correctly. It is a simple, natural first step in learning language skills. Copywork is generally assigned for third and fourth graders and dictation for fourth and fifth grade; however, do what works for your student. Start this

activity slowly, and don't rush it! Be aware that meeting your child's individual need to successfully complete the assignment is more important than rushing to keep up with a suggested schedule.

If handwriting is particularly frustrating and difficult for a student, try different writing tools and surfaces. If your student continues to experience difficulty, it is perfectly acceptable to allow him to type the passages. This is also an acceptable approach for the older student who prefers typing to handwriting. The goal is for your student to see the words, hear the words, and write the words. Know this: it is more important for students to learn the reading, grammar, and spelling mechanics that result from dictation and copying than it is to write the passage by hand.

B. Reader

The natural method of learning continues in this section with the reader assignments. Each reader is coordinated with the unit and provides a ready-made history lesson. The lives of real people become linked to places and events. In turn, this connection brings character and convictions to light, as well as great adventures and drama. Great examples of mechanics and word usage flow naturally from the readings, and phonics principles, spelling patterns, and vocabulary come from the wellspring of literature.

Younger students are instructed to read their assignments aloud in order to build reading fluency. Fluency, or the ability to read something effortlessly, is also an important part of comprehension. If a student can read a passage aloud with expression, correct phrasing, and attention to punctuation, it is much more likely that he will understand the meaning of the passage.

Every student is to read or listen to **both** literature selections for the unit. Reading or hearing the two perspectives adds richness to the stories and depth to the understanding of the events and circumstances of the times. Critical thinking skills build as the two related stories allow students to compare and contrast to find similarities and differences.

C. Read-Aloud, Discussion, Narration, & Reflective Writing

Most parents agree that it is beneficial to read aloud to young children to develop pre-reading skills. But the benefits don't stop there. Reading aloud to children of all ages is one of the easiest, most enjoyable, and most effective ways to share ideas and begin thoughtful conversations. Since students do not have to worry about decoding during read-aloud time, they can focus totally on the meaning of what they are hearing. This allows them the opportunity to think about the ideas and information being presented and to formulate their own thoughts. It prepares them to respond to what they have heard through discussion, retelling, or reflective writing. These skills form a natural way for teachers to see what their students have understood from passages read aloud.

D. Word Study

This section exists to equip students with strategies to gain meaning from unfamiliar words and to begin gently introducing the basic elements of language mechanics. This information must be connected to other learning in order to remain with children on a long-term basis. For that reason, the best time to teach them about phonics, word usage, mechanics, vocabulary, spelling, and grammar is when they read a word or hear it used in a story. Word study activities occur in every lesson, taking advantage of the opportunities presented in the literature to connect meaning and structure for your students.

Vocabulary is a focus of this curriculum as students make and collect cards with words and meanings listed. The purpose of this activity is not memorization or dictionary skills, but understanding. By building an awareness of new or unusual words, you are teaching your students an important strategy for understanding what they have read or heard. New vocabulary words are in **bold** type throughout the curriculum and appear in the context of a

lesson or story. This helps students recognize the connection between the way a word is used and its meaning. This is an important reading strategy called using context clues. Completing the vocabulary activities reinforces the importance of learning and using new words as students read, write, discuss, and retell.

Spelling is a skill that has several components, such as perceptual ability and memory. Some individuals are naturally talented at spelling, and some are not. The goal of the spelling assignments is to help your students make connections to meaning, phonics, and word patterns. Memorizing a list is not as valuable to students as increasing their ability to comfortably write words that express their understanding and opinions. The goal, then, is to increase their ability to recognize and spell more words correctly—not just to be able to spell a new word correctly for a week or two and then forget it.

Grammar study in *Paths of Exploration* is approached in the most natural and meaningful way possible—through the children’s literature. As students engage in Grammar Scout searches and activities, they become familiar with fundamental language mechanics in an unthreatening, realistic way. They are given opportunities to see parts of speech modeled in actual stories or through games, which prove far more effective than pages of artificial activities.

E. Geography, Science, & History

Making connections is an important part of this curriculum, and the studies of geography, science, and history are naturally connected. The knowledge of one area contributes to knowledge in the other areas. By considering the linkage of subjects in real life, connections readily occur for the students. This helps them add to what they know when they encounter new information. It also helps students remember what they have learned.

Geography is the study of maps and places, the impact of people who live in those places, and their cultures and worldviews. It is the umbrella under which science and history connect. For example, science in *Paths of Exploration* is mostly (but not entirely) devoted to the study of plants, animals, and habitats the explorers encountered when they journeyed to new areas. Likewise, events in history come alive within the context of geography—the places where things happened, the people who lived there, how worldviews impacted events, and how cultures changed.

F. Writing, Drawing, Art, & Doing

Learning new concepts should inspire a response. Since you are not limited to conventional school-type methods, you can employ an array of effective and enjoyable ways to gain and respond to information. Hands-on activities and projects are powerful teachers, and those included in this section naturally reinforce various themes in the lessons and strengthen thinking skills.

G. Independent Reading

This is an important part of each student’s daily schedule. It provides regular practice for word study, thinking skills, and, of course, reading ability. Though you may be tempted to skip this activity to save time, please don’t!

★ STUDENT NOTEBOOKS ★

This book is your teacher guide with scripted lessons for your children. However, each student also needs a set of student notebook pages to complete his or her assignments. Maps, charts, and other activities assigned in the textbook are included in the notebook pages in an easy, ready-to-use format for the student. The Student Notebook pages are available in your choice of printable digital files or grade level ready-to-use printed pages.

Bear in mind that the Student Notebook is not only a vital part of the curriculum, but it also provides a **portfolio** of your student's work. A portfolio is often the best possible written measure of student achievement, and completion of the Student Notebook creates an excellent, consecutive record of student work in reading, writing, geography, history, science, and art.

★ GETTING STARTED ★

Materials

Before beginning a lesson, look at the Materials List in Part 1 to be sure you have what you will need to complete the regular activities. Besides the required books and other key resources, many lessons require the use of additional items you should keep on hand:

highlighters	scissors	glue	tape	ruler
dictionary	thesaurus	index cards	colored chalk	construction paper
three-hole punch	colored pencils	timing device		

Student Notebook Pages

If you are using digital files for the Student Notebook, either print all the pages for your child's level before you begin the unit, or print lesson by lesson. Give students the notebook pages they need at the beginning of each lesson or week. Organize the student notebook in a three-ring binder with tabs for each of the six lessons.

Reading Assignments

Because various editions of the same book often have different page numbers, the reading assignments in this unit include the first and last words of each passage. Mark reading assignments ahead of time in pencil so that the flow of your school is not interrupted with finding beginning and ending points.

Updates & Corrections

Occasionally, a reader or other required resource goes out of print. When this happens, we locate a suitable substitute and write new lessons for that section. Sometimes, when a book is reprinted by the publisher, the newer edition page numbers no longer match up to our assignments. When this happens, we create an updated sheet with new page numbers. All corrections and updates are located on the web page below.

Check the updates page before you begin this unit to see if there are any changes that you may need to incorporate.

Support

The Trail Guide to Learning series Yahoo! user group gives you an opportunity to be a part of the community of those who are traveling the Trail. Post questions, share experiences, and read the thoughts of others who are using our materials with their families.

Facebook is a great place to connect with us for news and info about the curriculum or to just post a comment about your experience using the Trail Guide to Learning series.

You can connect to the group and Facebook page from the web page shown below and mentioned at the beginning of these instructions, www.geomatters.com/pages/poe.

★ REQUIRED RESOURCES ★

The following materials are required for use with Unit 1: Columbus in *Paths of Exploration*.

Columbus Student Notebook pages
Meet Christopher Columbus by James T. de Kay
Christopher Columbus by Bennie Rhodes
Profiles from History, Volume 1 by Ashley M. Wiggers
North American Wildlife Guide published by Reader's Digest
Eat Your Way Around the World by Jamie Aramini
Classroom Atlas published by Rand McNally
United States History Atlas published by Maps.com
RealEarth® GlobeMap
Large-scale U.S. and World Outline Maps

★ OPTIONAL SUPPORTIVE RESOURCES ★

The following materials are not required to complete the curriculum but are valuable additions. You can find more information about these supportive resources on the web page, www.geomatters.com/pages/poe.

Paths of Exploration assessments: Coupled with your daily observations and interactive discussions and games, assessments provide ample material upon which to base an accurate evaluation.

Light for the Trail Bible supplement: This optional Bible supplement is designed to enable students to make real-life connections between the content of the curriculum and the lessons of Scripture.

Lapbooks: Creative, hands-on, notebooking project folders

Older Extension: Lessons for six units (for sixth and seventh grades) and readers

Paths of Exploration Junior: Six units (for kindergarten through second grade) with associated resources

*“Don’t measure learning by the grade, score or product,
measure it by the heart. That way you find you have
lifelong partners in learning.”*

- Debbie Strayer

Enjoy the Journey!

Lesson 1: Part 1

STEPS FOR THINKING

1. Journeys are made for a reason.
2. Knowing the reason for a journey helps you understand the decisions people make along the way.
3. Planning ahead and making preparations are essential for a successful journey.

a. Copywork & Dictation

Language Skills, Thinking Skills

Look at the first stanza from the poem, “A Journey of Adventure.” A **stanza** is a grouping of lines that often rhyme in a poem. Silently read the passage and point out any words you don’t know. Read the passage aloud to your teacher, or ask her to read it to you. This is a poem about the experiences of exploring.

A Journey of Adventure

The walls of the mightiest fortress,
The wake of a ship on the sea,
Charts lead to the busiest seaports,
Trails light up the paths of the free.

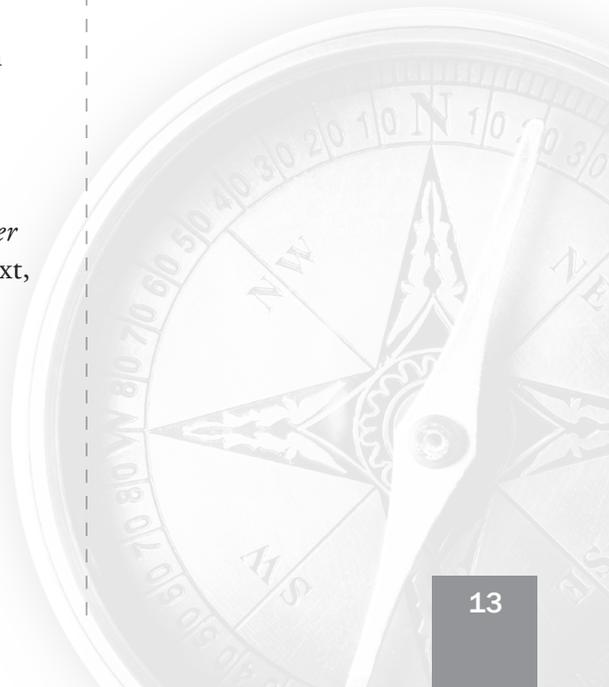
- 🐾 Copy the first stanza of “A Journey of Adventure” into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👂 Listen as your teacher dictates the passage above, and write it in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 👉 Carefully read and then copy, or write as your teacher dictates, page 4, paragraph 4 (“Walking home...”) of Rhodes’ *Christopher Columbus*. When you are finished, compare your copy to the text, and make any needed corrections.

The **Steps for Thinking** section gives you the main ideas about the topics presented. Understanding these helps you have productive discussions with your children so they, too, understand the bigger ideas. This forms more permanent learning, contrary to just learning facts, which tends to be temporary. These steps are useful prior to instruction, and they are also useful for review at the end of the lesson.

★ MATERIALS ★

- Meet Christopher Columbus
- Christopher Columbus
- Classroom Atlas
- Eat Your Way Around the World
- Student Notebook
- RealEarth® GlobeMap or globe
- Crayons or colored pencils
- Paste
- Thesaurus
- Dictionary
- Birthday pictures
- Yellow highlighter or crayon
- Index cards or paper
- Graph paper
- Magazines, newspapers, etc.
- Large world outline map
- Ingredients for recipe (Part 2)

Additional resources for Enrichment Activities are found in Part 5.





★ LAPBOOK ACTIVITY ★

Lapbooks provide support for your child's learning in several ways. The graphic organizers he creates support memory by giving your child an image to help him retrieve information he learned. The hands-on aspects of cutting, pasting, and writing provide an additional avenue for understanding by tapping into a child's kinesthetic sense. The time spent doing these activities builds additional connections to content. Plus, they're fun!

B. Reader *Language Skills, Thinking Skills, History*
Meet Christopher Columbus: page 1 (Chapter 1) to the bottom of page 2 (“...with sailors and traders.”)

 Read the above assignment aloud.

 Read the above assignment silently.

C. Read-Aloud & Discussion *Language Skills, Thinking Skills, Writing*
Christopher Columbus: page 1 (Chapter 1) through page 6, paragraph 1 (“...about the ships.”)

 Listen as your teacher reads the assignment aloud.

 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.

 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: After the read-aloud, listen as your teacher reads the following discussion question. Think about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answer.

Discussion Question: What do you think Christopher Columbus' dream was when he was a young boy?

D. Word Study *Language Skills, Thinking Skills*

Three words in the poem spell the long *i* sound with the letters *igh*. These three letters say the long *i* sound. On the list in your Student Notebook, use a red crayon or marker to underline the letters *igh* in each of the words, and read the words for your teacher.

high	night	light	flight
fight	right	might	sight

If you're an older student, add the following words to your list:

thigh	bright	fright	sigh
-------	--------	--------	------

You may use these words as your spelling words for this lesson. Practice by spelling them aloud to your teacher or writing them on a chalkboard or dry erase board.

See how many of your spelling words you can fit into one long, silly sentence. Write your sentence.

✎ The prefix *un* means not. The word in your read-aloud passage (page 4, paragraph 4, in *Christopher Columbus*) that has the prefix *un* is “uncharted.” This means not charted. Think of a list of six other words that start with the prefix *un* and tell what each word means. Write your words in your Student Notebook.

✎ Find Genoa, Italy, on the map. Genoa is a port city. Find Venice, Italy, and Palermo, Italy, on the map. They are also port cities.



Write what you think a port is in your Student Notebook. Now read the definition of the word “port” in a dictionary. Did your definition include the important parts of the meaning?

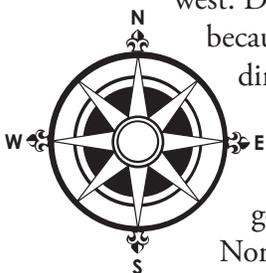
Do you know of any port cities near you? Can you think of any port cities in the United States?¹

E. Geography

Science

A **compass** is a device that tells you where north is, no matter where you are. The picture below is a **compass rose**. It is found on the face of a compass.

There are four major directions. They are north, south, east, and west. Directions are very important when you travel, because they tell you which way to go. Without directions, it would be impossible to find places on a map or to use roads that are new to you.



Directions always stay the same. When you go north, you are always going toward the North Pole. Find the North Pole on your globe. (It is at the very top.)

When you travel south, you are always going toward the South Pole. Find the South Pole on your globe. (You will find it at the bottom.)

The sun always rises in the east, and it always sets in the west.



★ LAPBOOK ACTIVITY ★

The small superscript numbers that appear after some of the questions in this book refer to answers found in the answer key, which is located immediately after Part 5.

Each word in **bold letters** is considered a vocabulary word. It is a word that may or may not be new to your children. You can write these vocabulary words on index cards and use them for occasional review, but not for memorizing. Give your children the meaning of the words if they don't remember. Try to use the new vocabulary words during conversation, and encourage your students to do the same.

For your convenience, a master list of all the vocabulary words for this unit, along with their locations, is in the appendix.

Definitions are part of the sections where the words are used. Ask your children to write them on the backs of their cards. Also, when your students make a vocabulary card for this unit, have them write C (for Columbus) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

E.



★ LAPBOOK ACTIVITY ★

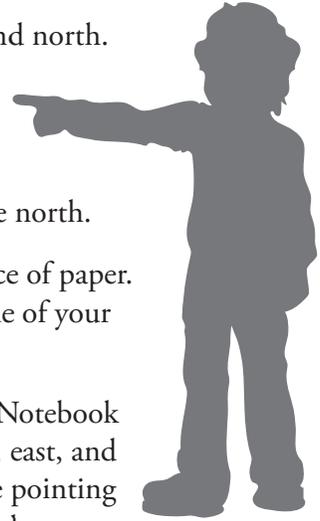
With the help of your parent or teacher, find out where the sun rises when you are in your house or at school. That direction is generally east. The farther north from the equator you live, the more to the southeast it actually is, but for now you can call it east.

After you find east, you will be able to find north. Follow these directions:

Stand facing east (where the sun came up). Hold your left arm straight out to your side. Your left arm is pointing to the north.

Write the word “North” on a card or piece of paper. Put it on the wall that is on the north side of your house or room.

Fill in the compass rose in your Student Notebook with the main directions of north, south, east, and west. The north compass point is the one pointing up. The south compass point is pointing down. The east compass point is pointing to the right, or this way →, and the west compass point is pointing to the left, or this way ←.



 Add the intermediate directions.

Northeast (the point between north and east)

Northwest (the point between north and west)

Southeast (the point between south and east)

Southwest (the point between south and west)

Notice the words *north* or *south* come at the beginning of each intermediate direction.

F. Writing

Thinking Skills

Listen carefully as your teacher rereads pages 5 and 6 in *Christopher Columbus*, focusing on the part that tells about Christopher’s birthday.

In your Student Notebook, list the things that happened on his birthday.²

Together with your teacher, make a list of words or phrases that tell what happened on your birthday. You may want to look at pictures from your birthday so you can remember.

Reread the list of things in our story that happened on Christopher’s birthday. Tell what things were the same as your birthday. What things were different?

- 🐾 Fill in the two lists in your Student Notebook telling about Christopher's birthday and your birthday. Fill in the third list with the things that are the same in the two lists. Use words or phrases.
- 👉 On the Venn diagram in your Student Notebook, fill in the two lists telling about Christopher's birthday and your birthday. Now fill in the third list, in the middle, with the things that are the same in both lists.

G. Independent Reading & Review *Language Skills*

Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:

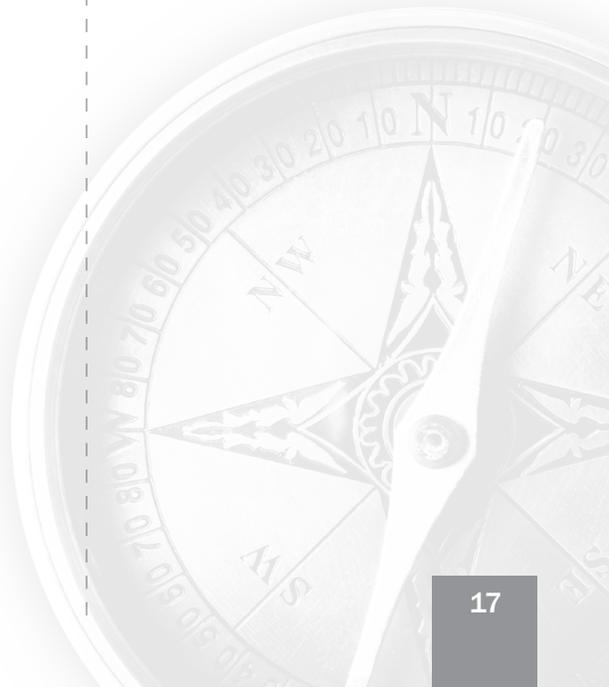
_____ are made for a _____.

Choose four words from this lesson's spelling list, and draw a simple picture in your Student Notebook that describes each one.

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

- 🐾 20 minutes
- 🐾 25 minutes
- 👉 30 minutes

Over time, it's fun to see how much you have read. Be sure to write down what you read today on the Reading Log in your Student Notebook.



Lesson 1: Part 2

a.

Copywork & Dictation assignments go from an easier level (designated by 🐾) to harder levels (designated by 🦋 and 🖐). Take two days for the copywork if that is more comfortable for your child. Please adapt instructions to your child's individual needs. Your child should be **consistently successful** at one level before progressing to the next, **regardless of grade**.

A. Copywork & Dictation

Language Skills, Thinking Skills

Silently read the second stanza of the poem, "A Journey of Adventure." Show your teacher any words that you don't know, and practice reading them aloud. Now, read this stanza aloud to your teacher, or ask her to read it to you.

A Journey of Adventure

To the east or the west where the compass rose points,
A bazaar of strange foods we shall see.
To the north or the south as the map shows the signs,
We'll follow the road's decree.

- 🐾 Copy the lines from the second stanza into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 🦋 Listen as your teacher dictates the passage above, and write it in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 🖐 Carefully read and then copy, or write as your teacher dictates, page 8, paragraph 2 ("When we knelt...") in *Christopher Columbus*. When you are finished, compare your copy to the text and make needed corrections.

B. Reader

Language Skills, Thinking Skills, History

Meet Christopher Columbus: page 2, last paragraph ("Christopher soon...") through page 4 (end of chapter)

- 🐾 Read the above assignment aloud.
- 🦋🖐 Read the above assignment silently.

C. Read-Aloud & Narration

Language Skills, Thinking Skills

Christopher Columbus: page 6, paragraph 2 ("Christopher, in whose honor...") through page 10 (end of chapter)

- 🐾 Listen as your teacher reads the assignment aloud.
- 🦋 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
- 🖐 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

c.

The skill of narration is gained over time. If your child has never retold a story, start with the assignment for the lower level, no matter what grade he is in. Work up from there, being careful to allow him to stay at the level of success for a while before going to a longer section.

All Levels: To **narrate** means to retell. Listen carefully as your teacher reads (or rereads) the part you are to retell. In your own words, tell what happened in your assigned passage below. Try to remember as many details as possible.

- 🐾 Listen again to page 7, paragraph 6 (“I do not know...”).
- 👁️ Reread page 9, paragraphs 6 (“I don’t want to be...” through 12 (“...if you want to go”).
- 👇 Reread page 6, paragraph 2 (“Christopher, in whose...”) and page 7, paragraph 2 (“Marvel not...”).

D. Word Study

Language Skills, Thinking Skills

Read the following spelling words, and see if you can spell them without looking.

high	fight	light	night
right	sight	might	flight

Find the spelling words that fit these clues, and write them in your Student Notebook.³

- I am dark and come after daytime. What am I?
- I am not down low. I am up. What am I?
- I am not a good thing for you to do with someone else. What am I?
- I am not on your left side, I am on the other side. What am I?
- I am what the sun brings each day. What am I?
- I am a trip on an airplane. What am I?

After you find the spelling words that fit the above clues, you will have two words left over (six if you’re an older student). Make up your own clues for those words, and write them in your Student Notebook.

To make a word tell us that something has already happened, we usually add *ed* to the end, like these words:

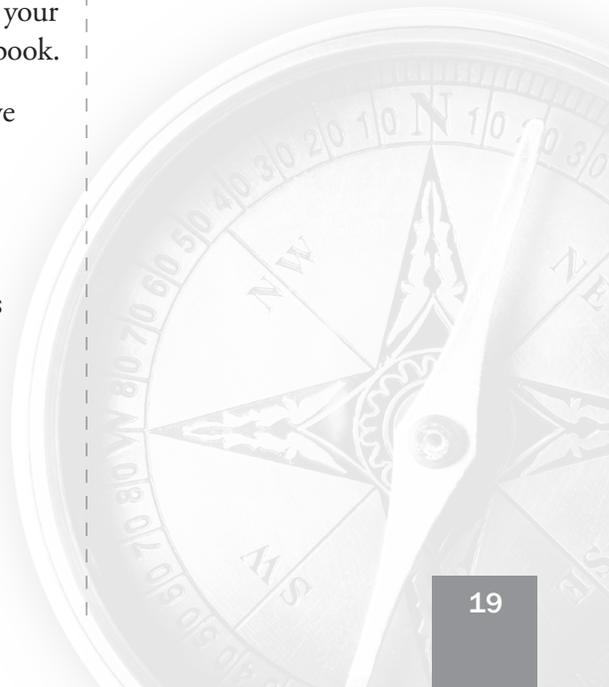
talk — talked
play — played

Sometimes the entire word changes to show that something has already happened, like:

take — took
see — saw



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Tell your teacher how the following words change to show that something already happened:

do am swim



Find the words in today's read-aloud (page 8 of *Christopher Columbus*) that tell us the following things already happened, and write them in your Student Notebook.

kneel _____ come _____
sit _____ know _____

The word *strange* is used in the poem and in the first paragraph on page 4 of *Meet Christopher Columbus*. What two things were described as strange?⁴ Tell what you think strange means. Look in a thesaurus to find a **synonym**, or word that means the same thing, for *strange*. Write it in your Student Notebook.



Look at the end of page 3 through page 4 in *Meet Christopher Columbus*. Make a list of the countries Columbus visited bordering the Mediterranean Sea in your Student Notebook.⁵ Then tell where he went outside of the Mediterranean.⁶ Look at the map of the Mediterranean Sea on the Europe Political Map in the *Classroom Atlas*. Trace with your finger, and show the route he would have to take to get to England.⁷

E. Geography

Thinking Skills

A **bazaar** is a market held in an open area. The word refers especially to marketplaces found in Middle Eastern countries like Egypt, Israel, Turkey, and Iraq. Many explorers wanted to visit bazaars so they could bring new things back to sell in their own countries. Bazaars had many colorful items for sale, such as food, spices, cloth, jewelry, and sometimes animals. Does a bazaar sound like a strange kind of place to you?

A bazaar may sound a little like a flea market. Have you ever been to a flea market? Was it like a bazaar?

Where is your favorite place to go shopping? What do you think people would notice if they went to your favorite store for the first time?

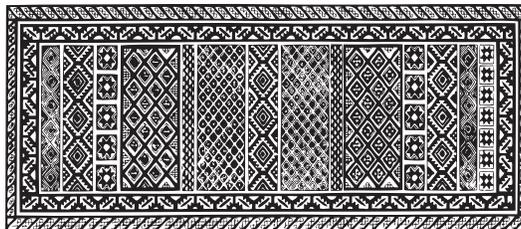
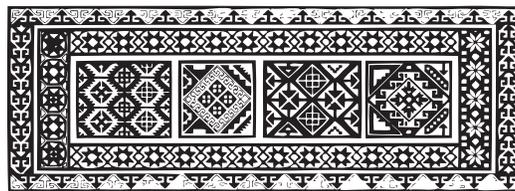
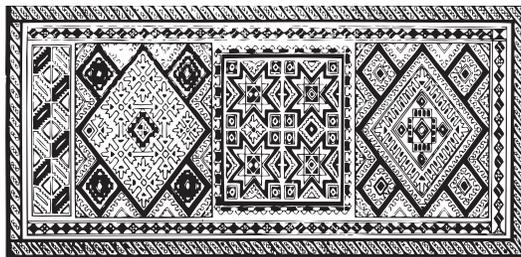
Think about a trip to your favorite store. Imagine seeing at least two things, hearing at least two things, and touching at least two things. Try to describe what you saw, heard, and touched while you were shopping. Write about your imaginary trip to the store in your Student Notebook, or tell your teacher about it and ask her to write it down for you.

D. When using the Europe Political Map in the *Classroom Atlas*, England may be a little difficult for your child to identify. Be sure to point out that England is part of the United Kingdom.

F. Art & Doing

Many things in a bazaar or a market are made by hand. Items sold in each market reflect what the people who live in that area like to make. In North Africa, beautiful cloth and rugs are made by the people.

The pictures below show examples of rugs from North Africa. Look at them carefully, and then design your own rugs on the graph paper found in your Student Notebook. Notice how important lines and designs are in the rugs. You can also add color to your designs.



Try making some other things that might be found in a bazaar or market, such as hand-made clothing, pottery, jewelry, or special foods. There are recipes from Egypt and Morocco in the cookbook *Eat Your Way Around the World* by Jamie Aramini. With your parent's help, choose one and prepare it for your family.

G. Independent Reading & Review

Language Skills

Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:

Knowing the _____ for a journey helps you understand the _____ people make along the way.

Complete the Spelling Scramble game in your Student Notebook.⁸

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

-  20 minutes
-  25 minutes
-  30 minutes

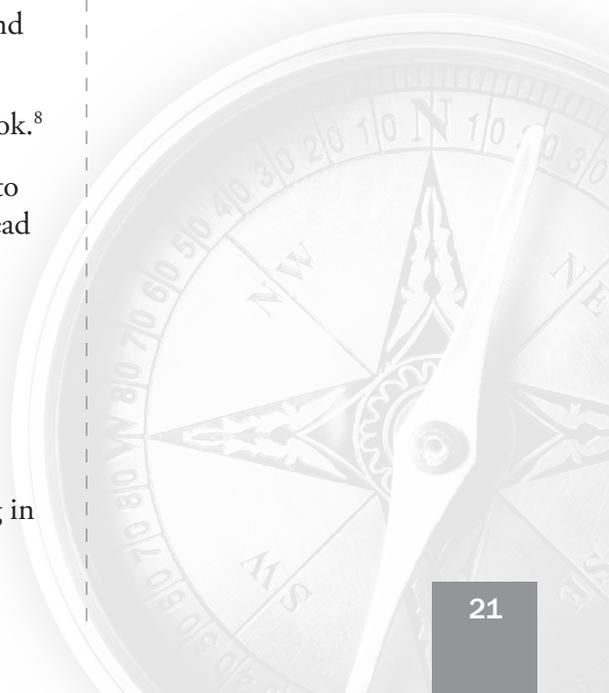
Be sure to write down what you read today on the Reading Log in your Student Notebook.



The pictures of North African rugs are shown courtesy of Sharon Jeffus and Jamie Aramini from their book *Geography Through Art*.



★ LAPBOOK ACTIVITY ★



Lesson 1: Part 3

A. Copywork & Dictation

Language Skills, Thinking Skills

Silently read the third stanza from the poem, “A Journey of Adventure.” Point out any words you don’t know, and practice them with your teacher. Now, read the poem aloud, or ask your teacher to read it to you. Practice reading the verse aloud.

A Journey of Adventure

A journal they write gives us faraway sight;
The fame of their travels leads on.
From Cathay to Venice to points on the way,
The steps of the Polos are drawn.

Teaching Tip

The most effective way to build punctuation skill comes by observing concepts in the context of meaning. When your child does not capitalize the beginning words in a sentence, for example, that is your cue to point out the capitalized words as you read with him. Help him see the relevance of what he is learning in everyday use. A fun way to practice that skill is to ask your child to take a highlighter and a newspaper or copied text and highlight all the capitals at the beginning of a sentence. Practicing with real life reading provides success that transfers to writing.

- 🐾 Copy the third stanza into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👤 Listen as your teacher dictates the passage above, and write it in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 👉 Carefully read and then copy, or write as your teacher dictates page 12, paragraph 1 (“For the first time...”) in *Christopher Columbus*. When you are finished, compare your copy to the model, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

Meet Christopher Columbus: Chapter 3

- 🐾 Read the above assignment aloud.
- 👤👉 Read the above assignment silently.

C. Read-Aloud & Discussion

Language Skills

Christopher Columbus: page 11 (Chapter 2) to the bottom of page 15 (“...complexion very much.”)

- 🐾 Listen as your teacher reads the assignment aloud.
- 👤👉 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
- 👉 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.



★ LAPBOOK ACTIVITY ★

All Levels: After the read-aloud, listen as your teacher reads the following discussion question. Think about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answer.

Discussion: Bartholomew and Christopher were caught in a storm. Describe the storm and how it affected the boat in which they traveled. What effect do you think the storm had on the brothers?

D. Word Study

Language Skills, Thinking Skills

Syllables are the parts of a word. Words can be made up of one syllable or many syllables. You can usually hear the syllables when you say a word. Read these examples, or listen as your teacher reads them aloud:

One syllable—dog, hat, on, big, the

Two syllables—into, before, after, happy, sister

Three syllables—afternoon, basketball, grandmother

Sometimes it is helpful to find syllables by clapping each time you hear a new sound when you say a word. For instance, if you use this method with the word *before*, you'll say *be* (clap) *fore* (clap.) Or try putting the back of your hand under your chin so that your fingers are lightly touching it, and say a word slowly. Notice how many times your chin slightly moves your hand. Practice by saying the above words.

Find at least three words from the poem that have one syllable.

Find at least two words that have two syllables.

Find one word that has three syllables.

Write all of these words in your Student Notebook under the correct heading.

Practice your spelling list from Part 1.

 The prefix *re* means to do something again. In the read-aloud, Christopher loses his footing and has to regain it. *Regain* means to gain his footing again. Make a list of at least six words that start with the prefix *re* and write them in your Student Notebook. To help you, think of things you can do again, like *review*.

 There are several words in the passage you copied today that tell us just how hard the situation was for Christopher and his brother. Good writers don't add words that are not needed. They choose words that make the meaning clear. Make a list of words or phrases from the passage that tell what it was like.⁹ The first word could be *afraid*.

If you or your child would like to add a greater degree of difficulty to any of the spelling lessons, choose words from the Challenge Spelling list (in the appendix) for the lesson on which you are working. The words on this list are taken from the literature being read.

D.



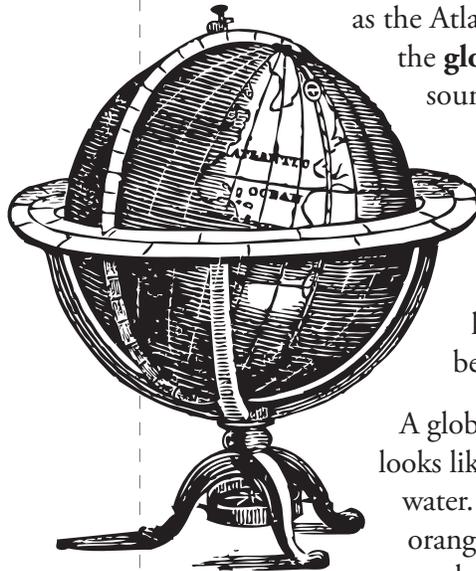
★ LAPBOOK ACTIVITY ★

E. Geography

History, Thinking Skills

As a young boy, Christopher Columbus heard about the travels of an explorer named Marco Polo. Marco Polo traveled from Italy to China and wrote about it in a book. His journey took a long time. He traveled through the countries of Europe to China. He brought back many wonderful things from China, such as spices, silk, and gold. The people in Europe liked these things very much and wanted more of them. There were many obstacles to going over land like Marco Polo traveled, so people tried to think of another way to get there.

Christopher Columbus thought that he had the answer to this problem. He studied several books, including the Bible, and felt that the answer was to cross the Ocean Sea, which we now know as the Atlantic Ocean, to get to China. When he looked at



the **globe** that was used at that time, this seemed like a sound idea. A globe is used to show what the earth looks like. It is a model of the earth. The globe that Christopher Columbus used was quite different from globes today, because at that time the Europeans did not know about all the land that is on the earth. The only land they knew about was where their explorers had already been and had written about so others would know.

A globe is a **sphere**, or ball, that shows us what the earth looks like. You can see what part is land and what part is water. The land on a globe is usually green, brown, or orange. The water on a globe is almost always blue. If you look at a picture of a globe, it looks like a circle. If you see or hold a globe, you can tell that it is a sphere, not a circle. Here are some other things that are spheres: baseballs, marbles, and basketballs. You may be able to find more spheres around your house. Remember, spheres are round, so a football would not be a sphere.

Look at your globe. If you are using the RealEarth® GlobeMap, you will notice that it is not actually a sphere, because it is not round. Instead, it is a shape with 24 sides. This is because it has to be folded up. It is still a map of the earth's surface, and you can use it like a globe. Set your globe on the table with the white part called Antarctica on the bottom. Look at the top part of your globe. In that section is an area called Europe. In Europe, you will find an orange drawing (if using the GlobeMap™) of a country called Spain. This is where Christopher Columbus lived. Turn your globe until you find a large yellow country called China. This is where Columbus wanted to go. Take your finger and show a path to get

E.

Political boundaries and the names of countries in various parts of the world can change suddenly. This fact makes it difficult for maps and globes to guarantee accuracy beyond their publication date. For this reason, you may find some inaccuracies in mapping and labeling on the RealEarth® GlobeMap. These are relatively minor and do not affect globe study in this unit.

from Spain to China over land. It only took you a few seconds to do this, but it took travelers years to make that journey in Columbus' time.

Turn your globe back to Spain. Touch Spain with your pointer finger. Trace a path through the blue water of the Atlantic Ocean, and keep going until you get to China. Did you cross over land? Do it again, but this time only trace your finger over the blue parts, or the water. Remember, explorers at that time used ships to travel long distances. Did you find a path to China? Did it seem longer than the path to get to China over the land?

Christopher Columbus had a problem. His goal was to get to China by sailing his ships across the Ocean Sea. He did not know that there was so much land that was not China on the other side of the Ocean Sea. What do you think would happen to Columbus if he sailed west?

Spend some time looking at your globe. See if any of the names on the globe sound familiar. Which do you think there is more of on Earth, land or water?

F. Writing

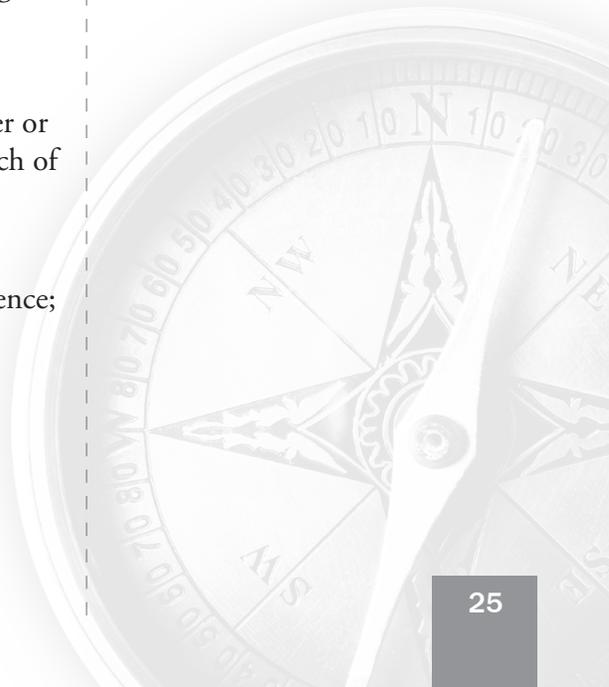
Language Skills, Writing

Famous explorers often wrote in journals to remember all that happened on their journeys and to tell people about what they saw. Journal entries don't have to be long or written by famous people. Read this journal entry, or listen as it is read to you. Follow the words with your eyes. Notice that it starts with a date.

October 1, 2006 – Ashley and I got up early. We packed our suitcases and went downstairs to eat breakfast. It was a beautiful morning, even though it was chilly outside. After eating, I checked out of the hotel and Ashley put our things in the car. By 7:30 A.M. we were leaving Cheyenne, Wyoming, driving east towards St. Louis, Missouri. The leaves on the trees were bright red, yellow, and orange.

On the page in your Student Notebook, use a yellow highlighter or crayon to mark each capital letter in the journal entry. Write each of these capitalized words in one of the following categories:¹⁰

- Five capitalized words that are names of places;
- One capitalized word that is the name of a person in a sentence;
- Six capitalized words that begin sentences;
- Two capitalized letters that are an abbreviation.



 Create a journal entry to tell about your day. Remember, a journal entry does not have to be exciting; it can merely tell someone else what happened from your point of view. Try to include at least three things that happened today.

 From your journal entry, choose one event and think about how it made you feel. Now, write at least two sentences that will explain your feeling to someone else.

G. **Independent Reading & Review** *Language Skills*

Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:

_____ ahead and making _____
are essential for a successful journey.

Then complete the Spelling Search game in your Student Notebook.¹¹

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

 25 minutes

 30 minutes

Be sure to write down what you read today on the Reading Log in your Student Notebook.



Lesson 1: Part 4

- A. **Copywork & Dictation** *Language Skills, Thinking Skills*
 Silently read the fourth stanza of the poem, “A Journey of Adventure.” Show your teacher any words you don’t know, and practice reading them aloud. Now, read the stanza aloud to your teacher, or ask her to read it to you. Practice reading it until you feel comfortable with all the words.

A Journey of Adventure

Come join the explorers and travel the globe.
 You can add to the maps that they make
 Of the stars, or the towns, or the new sights you see,
 With the bright thoughts your travels awake.

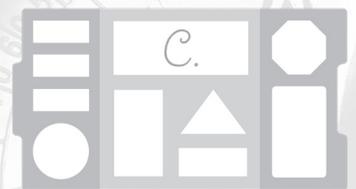
- 🐾 Copy the fourth stanza into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👂 Listen as your teacher dictates the passage above, and write it in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 👉 Carefully read and then copy, or write as your teacher dictates, page 20, paragraph 3 (“All night...”) in *Christopher Columbus*. When you are finished, compare your copy to the text, and make any needed corrections.

- B. **Reader** *Language Skills, Thinking Skills, History*
Meet Christopher Columbus: page 8 (Chapter 4) through the top of page 11 (“...of Marco Polo.”)

- 🐾 Read the above assignment aloud.
- 👂👉 Read the above assignment silently.

- C. **Read-Aloud & Narration** *Language Skills, Thinking Skills*
Christopher Columbus: page 15, last paragraph (“At seventeen...”) through page 22 (end of chapter)

- 🐾 Listen as your teacher reads the assignment aloud.
- 👂 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.



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✎ Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: To *narrate* means to retell. Listen carefully as your teacher reads (or rereads) the part you are to retell. In your own words, tell what happened in your assigned passage below. Try to remember as many details as possible.

✎ Listen again to page 18, paragraph 5 (“We were well...”).

✎ Reread page 19, paragraphs 4 and 5 (“I drew my...”).

✎ Reread page 18, paragraph 6 (“Early that morning...”) to the end of the chapter. Retell what happened to Christopher when his ship was attacked.



★ LAPBOOK ACTIVITY ★

D. Word Study

Language Skills, Thinking Skills

When explorers went places they had never been before, they often used **scouts** to travel ahead of the main group and search for important information. In this study you will become a *grammar scout*—and you will do just that! **Grammar** is the study of different types of words, called **parts of speech**, and the rules for putting them together to make satisfactory sentences. So as a *grammar scout*, your job will be to search for and report on points that are important when you speak or write.

Your first mission is to search for words in your reader that name a person, place, or thing. These types of words are **nouns**, and they are one of the most basic parts of speech. Nouns answer the questions *who* or *what*, so to find them in a sentence, check to see which words answer those questions.

Look back at the first full paragraph on page 10 (“Many men did not...”) in *Meet Christopher Columbus*, and search through the top of page 11. Find all the words you can that name a person, place, or thing and list them in your Student Notebook. You do not need to list a word more than once.¹²

When you’re finished, look on pages 8 and 9 of *Meet Christopher Columbus*. Find all the words you can that have three syllables. Remember, a syllable is a part of a word that you hear when you say it. Try to find all ten words.

Make a list of the three syllable words you found.¹³

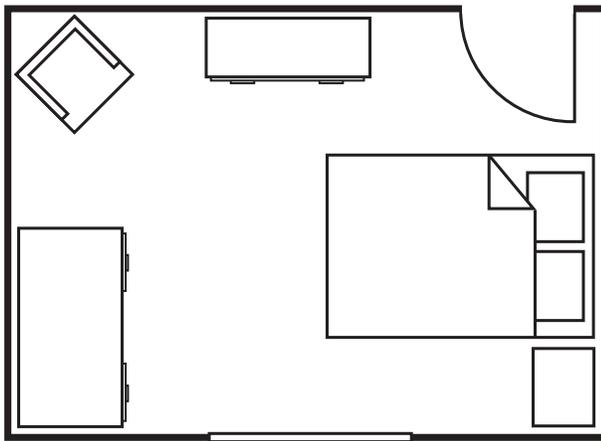
See if you can spell the words on your spelling list from Part 1 without looking.

- 👉 Look at Chapter 3 in *Meet Christopher Columbus*, and make a list of at least five things that happened to Columbus and his ship. Put the items in the order that they happened, and write them in your Student Notebook.¹⁴
- 👉 Look at Chapter 3 in *Meet Christopher Columbus* and the end of page 18 through page 22 in *Christopher Columbus*, and tell about the mighty battle of which Christopher's ship was a part. After listening to the story and reading both accounts, make a list of the events that took place. Write the list in your Student Notebook.¹⁵ Did the additional details help you get a better picture of what happened?

📍 Geography

Art, Thinking Skills

A **map** is a diagram that shows what a place, or part of a place, looks like. Maps are usually flat and are drawn as though you are looking down on the place from above. There are maps of towns, cities, states, and countries. There are even maps of stars and planets. A map can be drawn to show where things are, no matter how big or small or how far away. Maps help us learn about something by comparing that thing to the other things that are around it. You can make a map of places you know. You don't even have to write it down. You can make a map that is a picture of a place in your mind.



Close your eyes. Think about your bedroom. Picture the door, your bed, your clothes, and maybe your toys. Picture where things are located.

Think about a map you could draw to show where things are in your room. Remember, when you make a map of something, imagine that you are standing above it. If you are drawing a room, pretend that you are looking down on the room from the ceiling. When you look at a globe, you are looking at the earth from out in space.

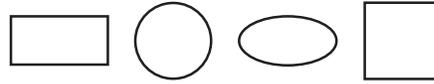


★ LAPBOOK ACTIVITY ★

Teaching Tip

Mapmaking is an effective way for children to translate an image, or picture, in their minds into useable data, as well as to sharpen observation skills. Start with somewhere familiar, like the home of a close friend, a store you frequent, or church. Ask your child to draw a map of one basic area. Once there, have your child notice how close he came to remembering the main parts. After taking a closer look at the room, have him try it again another time. Compare the two maps, and your child will be encouraged by the increased detail and accuracy. For a greater challenge, before visiting friends or family that you see less frequently, ask your child to make a map of the rooms, or house, they have visited before. Once they arrive, they can check the accuracy of their memory. This activity encourages your child to be a better observer of things around him—as well as to notice changes that take place!

Look at the shapes. Practice drawing these shapes in your Student Notebook. Rectangles often show the shape of a bed, dresser, or shelves. Circles can show things like lamps. Ovals might show rugs, and squares are used for chairs.



Drawing was an important skill for explorers to have. Often they had to draw maps or pictures of the things they saw. This was an important part of sharing what they learned with others in order for their drawings to be as appealing as they would like them to be. This is just the start of your drawing practice.

- ✎ Think about your kitchen. Using the shapes you practiced above, make a map showing where tables and chairs, the sink, stove, and refrigerator are located.
- ✎ Think about the area outside your home. Using the shapes you practiced above, make a map showing things around your home. For example, use circles for trees and bushes, rectangles for cars, sheds, or garages, and so forth.

F. Writing

Thinking Skills, Art, Language Skills

A **trip** is a short journey. When you take a trip it is because you want to go to a certain place. Think of a trip you have taken recently. Draw a picture of where you went, and tell your teacher about it.

Where did you go? Why did you go? Discuss your answers to these questions with your teacher. Use phrases, which are a few words that go together like “for vacation” or “to have fun.” Complete sentences are not necessary. Now think of a place you would like to visit. Draw a picture of where you would like to go, and tell your teacher about it.

Write the name of the place. Why do you want to go there? In your Student Notebook, answer this question with a complete sentence starting with, “I want to go to _____ because _____.” A **sentence** is a group of words that names a person, place, or thing and tells you something about him, or her, or it. If you want, add more sentences to tell about where you want to go.

- ✎ Look in magazines and newspapers, and find places you would like to visit. With your teacher’s permission, cut out the pictures and paste them in your Student Notebook.

- ✎ Do you have pictures from a trip you've taken recently? With your teacher's permission, choose at least three pictures and put them in the order they happened.

Write at least two sentences that tell what is happening in each picture.

G. Independent Reading & Review

Language Skills

Look back at the Steps for Thinking in Part 1, and discuss them with your teacher. Then follow the directions below to choose one or more of the Steps, and give examples of how they were true in your reading, listening, or discussion for this lesson.

Try writing or typing your spelling words as your teacher or someone else dictates them. Check the list to see how you did, and spend some time reviewing any words not spelled correctly.

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place and read.

- 🐾 Choose one Step for Thinking, then read for 20 minutes.
- 👣 Choose two Steps for Thinking, then read for 25 minutes.
- ✎ Give examples for all the Steps for Thinking, then read for 30 minutes.

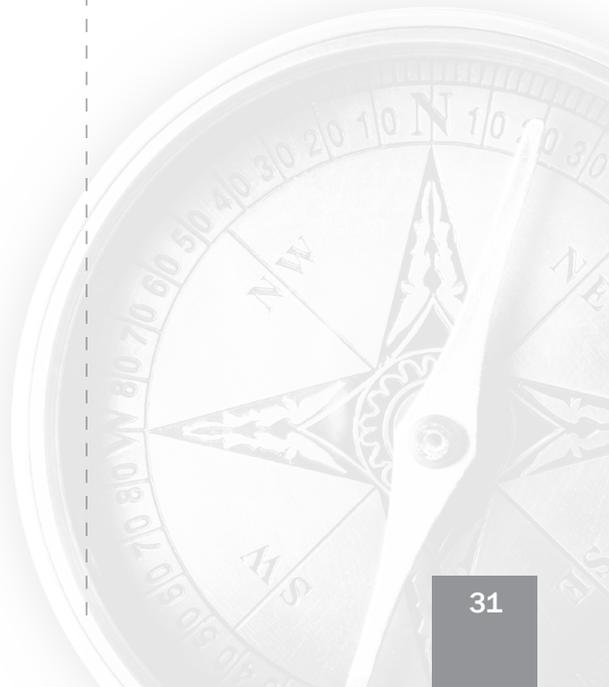
Be sure to write down what you read today on the Reading Log in your Student Notebook.



Reading fluency is developed through having frequent silent reading opportunities that continue for the length of time suggested here. Since a primary focus of this activity is to nurture your child's enjoyment of reading, help him to choose reading materials that interest him and at a level that allows him to read with understanding by himself. You can incorporate this activity into your school day whenever it is most convenient.

If the suggested length of time is too long for your child to continue reading by himself, start with an amount of time he can accomplish successfully and make the suggested time a goal.

G.



Lesson 1: Part 5

This part is set aside for completion of any work left undone from the lesson and review of concepts and content. It is also a time to expand the work in the lesson by doing art, timeline activities, or games.

- Review the Steps for Thinking from the beginning of this lesson.
- On the large outline map of the world, label: Italy; China; Spain; Genoa, Italy; and several places where Marco Polo traveled. For Marco Polo information, use the library, an encyclopedia, or, with your parent's permission, the Internet. Visit the links page for a slide show of pictures showing places Marco Polo visited, along with many comments from his book. Be sure to ask your parent to preview the presentation before you watch it!
- Review the spelling words for this lesson. In your Student Notebook, write a sentence using each word, telling how it is related to the unit. Do your best to write the spelling words correctly. After you have finished, check your sentences against the list in your Student Notebook, and see how many spelling words you spelled correctly. Don't count off for other words that are misspelled. Remember, your goal is to improve, not necessarily to get them all right immediately.
- Complete the Columbus Word Search located in your Student Notebook.¹⁶
- Explorers made drawings to show other people what they had seen. Drawing is still an important skill, especially if a person wants to show others his ideas about what he has observed. Read the Nature art lesson included in the appendix, then draw flowers or bugs on the page provided in your Student Notebook.

Enrichment Activities

1. Read about the country of Spain. Prepare a presentation for others, telling them what you have learned.
2. Learn more about Queen Isabella and King Ferdinand. Tell when they were the rulers of Spain and what happened in Spain during their rule. See if you can find pictures that show how they looked.
3. Look in the cookbook *Eat Your Way Around the World*, and find dishes from Spain to prepare. Share them with others. This activity can be combined with #1.

How Great Thou Art has a full line of art supplies and curriculum written by Barry Stebbing. We are extremely grateful to Mr. Stebbing for the Nature art lesson found in your Student Notebook. This is a sample of the many materials he has created for teaching art to homeschoolers. You can check out his resources at:

www.howgreatthouart.com

4. Plan a trip for yourself and your family. It can be a real trip you will actually take or an imaginary one you think you would enjoy. Make a list of the things you will need, how you will travel, what your schedule will be, and how much you think it will cost. You may want to share this with your family for future consideration!

Additional Resources

I, Columbus edited by Peter and Connie Roop

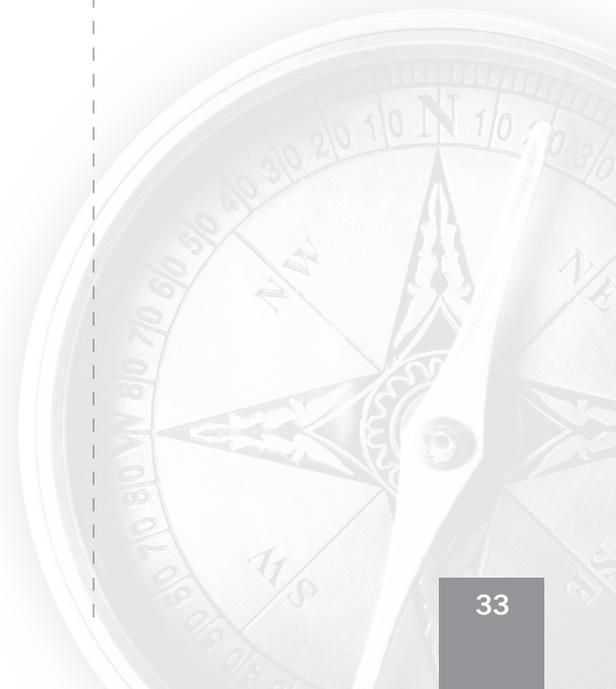
Videos about Columbus

Books listed in the bibliography of *Christopher Columbus* by Bennie Rhodes

Tour guide books (available from AAA) or travel information



Consider previewing suggested videos to ensure they are appropriate for your family.



Answers

1. Possible answers: Boston, Jacksonville, Houston, New Orleans, Los Angeles, New York, Seattle, Tampa, Savannah, Port Canaveral
2. Christopher's birthday: Christopher received a gift; Christopher celebrated his birthday on the feast day of St. Christopher; Christopher and his family went to church.
3. night, high, fight, right, light, flight
4. Two strange things: bazaars, cities. Synonym: out of the ordinary, peculiar
5. France, Africa, Greece
6. England, past Spain, Portugal, France
7. He would sail from Genoa into the Mediterranean Sea, past France and Spain to the Strait of Gibraltar, then upwards past Portugal, Spain, and France to England.
8. Lesson 1 Spelling Scramble answers are in the appendix.
9. Possible answers: grimaced, strained heavily, pitched forward, throwing to our knees, crashed, reeling
10. Places: Cheyenne, Wyoming; St. Louis, Missouri; Person: Ashley; Begin the sentence: Ashley, We, It, After, By, The; Abbreviation: A.M.
11. Lesson 1 Spelling Search answers are in the appendix.
12. men, spices, Arabs, Indies, way, lands, deserts, mountains, man, maps, books, *The Adventures of Marco Polo*
13. Christopher, Columbus, Portugal, Diego, Africa, Germany, cinnamon, anything, everyone, decided
14. Cannon balls smashed into the side of his ship; Cannon balls tore the ropes and sails; Cannon balls knocked down the masts; Other sailors on the ship were hit by cannon balls; The ship was sunk; Columbus jumped into the sea; He finally made it to shore in Portugal.
15. Events: A French frigate had rammed their ship; French privateers came on board their ship and attacked the sailors; Columbus fought a sword fight with a Frenchman; Two pirates tried to choke him, then he was stabbed with a sword; Columbus was badly injured but swam towards shore.
16. Answers to Unit 1 Word Search are in the appendix.