**1st Grade Core Knowledge**

**History and Geography**

**Early Exploration and Settlement**

**Summary:** In this domain, students will learn the story of Columbus’s first voyage to the Americas in 1492, Spain’s search for gold and silver in the New World, and the conquests of Cortes and Pizarro. They will learn about England’s attempts of colonization; Lost Colony and Jamestown. They will also know; why the Pilgrims and Puritans established the settlements of Plymouth and Massachusetts Bay Colony, the stories of the Mayflower voyage and the First Thanksgiving. Students will learn about the beginnings of slavery in America and the impact of European diseases on the Native American populations.

**The Big Idea:** Many of the first Europeans to come to the Americas were looking for easy wealth or economic opportunity. Others were looking for religious freedom.

**Colorado State Standards:**

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| 1.1.1.d. Use words related to time, sequence, and change  1.1.2.c. Identify famous Americans from the past who have shown courageous leadership  1.4.1.a. Describe the characteristics of responsible leaders  1.4.2.a. Give examples of notable leaders of different communities’ leaders to include but not limited to the president, mayor, governor, and law enforcement  2.1.2.c. Give examples of people and events, and developments that brought important changes to the community  2.1.2.e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities  2.4.2.c. Identify and give examples of appropriate and inappropriate uses of power and the consequences |

**Common Core Standards**:

**L1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **c.** Use commas in dates and to separate single words in a series.

**L1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. **a.** Use sentence-level context as a clue to the meaning of a word or phrase. **b.** Use frequently occurring affixes as a clue to the meaning of a word.

**L1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). **d.** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare,

glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**RF1.1** Demonstrate understanding of the organization and basic features of print.

**RI1.2** Identify the main topic and retell key details of a text.

**RI1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI1.5** Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI1.7** Use illustrations and details in a text to describe its key ideas.

**RI1.8** Identify the reasons an author gives to support points in a text.

**RL1.1** Ask and answer questions about key details in a text.

**RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL1.3** Describe characters, settings, and major events in a story, using key details.

**RL1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**SL1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**W1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions)

**W1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Core Knowledge Unit:**

A. Early Exploration and Settlement

1. Columbus (review from kindergarten)

B. The Conquistadors (review from Early American Civilization)

1. The search for gold and silver

2. Hernan Cortes and the Aztecs

3. Francisco Pizarro and the Inca

4. Diseases devastate Native American population

C. English Settlers

1. The story of the Lost Colony, Sir Walter Raleigh, Virginia Dare

2. Virginia, Jamestown, Captain John Smith

3. Pocahontas and Powhatan

4. Slavery, plantations in Southern colonies

5. Massachusetts

* Pilgrims, Mayflower, Thanksgiving Day, Massachusetts Bay colony, the Puritans

**Core Knowledge Language Arts:**

I. Listening and Speaking

A. Classroom Discussion

* Understand and use narrative language to describe people, places, things, locations, events, actions.

B. Comprehension and Discussion of Read-Alouds – All Texts

* Retell key details.

C. Comprehension and Discussion of Read-Alouds – Nonfiction and informational Text

* Generate questions and seek information from multiple sources to answer questions.

II. Reading

1. Print Awareness

* Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.

1. Reading Comprehension – All Texts

* Understand and use words and phrases from a text that has been read independently.

III. Language Conventions

* Use basic capitalization and punctuation in sentences to convey meaning.
* Use commas appropriately in greetings and closings of letters, dates, and items in a series.

**Previous Unit:**  Early American Civilizations

**Prior Knowledge:**

Kindergarten

* The Voyage of Columbus in 1492
* The Pilgrims

**Next Unit**: From Colonies to Independence: The American Revolution

**What Students Will Learn in Future Grades:**

Grade 2

* Westward Expansion (Pioneers head west; Native Americans)

Grade 3

* Early Spanish Exploration and Settlement
* Exploration and Settlement of the America Southwest
* The Search for the Northwest Passage
* The Thirteen Colonies: Life and Times Before the Revolution (Geography, Southern Colonies, New England Colonies, Middle Atlantic Colonies)

Grade 5

* Westward Expansion Before and After the Civil War
* Native Americans: Cultures and Conflicts

**Cross Curricular Links:** None for this unit.

**Additional Resources:**

For Teachers:

* *Pearson Core Knowledge History Books,* edited by E.D. Hirsch, Jr.