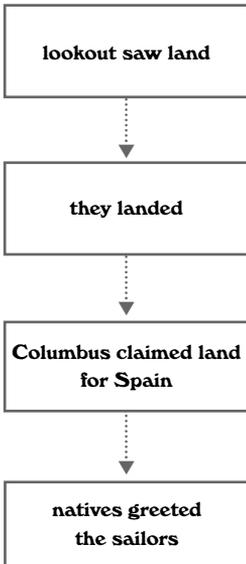
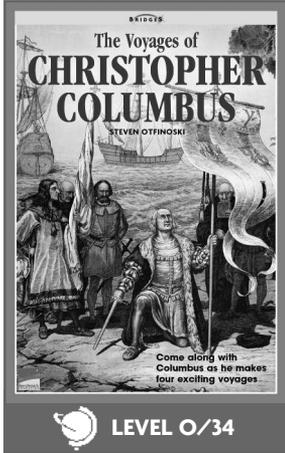


THE VOYAGES OF CHRISTOPHER COLUMBUS



INTRODUCTION & CHAPTER 1

Vocabulary

- Use direct definitions to determine word meaning: *What does the word **voyage** mean in this book? Let's look on page 2 for clues for the meaning of this word.* (or trip)

Find It! Level 1 Comprehension

- Identify facts and details: *How many times did Columbus return to the New World?* (three times, page 2)
- Identify facts and details: *Columbus finally landed in Spain on . . .* (March 15, 1493, page 11)

Look Closer! Level 2 Comprehension

- Identify sequence of events: *What occurred after the lookout aboard the Pinta saw land? Use a sequence-of-events chart for help in answering the question.* (the sailors landed on a tiny island; Columbus claimed the land for Spain; natives greeted the sailors, page 6)
- Identify cause and effect: *When Columbus threatened to take over an island in the Azores and sell the citizens into slavery if his men were not released . . .* (the men were freed, page 10)

Prove It! Level 3 Comprehension

- Identify main idea: *Page 4 is mainly about . . .* (Answer: how Christopher Columbus finally got support for his journey; Clues/Evidence: Columbus asked almost every king and queen in Europe for money. They all said no. Finally, Queen Isabella and King Ferdinand, of Spain, gave him three ships and a crew of ninety men.)
- Identify main idea: *Details on page 11 support the main idea that . . .* (Answer: people thought well of Columbus; Clues/Evidence: he was a hero; he showed Queen Isabella and King Ferdinand the strange birds, gold masks, and Indians he had brought back; he was named Admiral of the Ocean Sea)

Take It Apart! Level 4 Comprehension

- Evaluate author's purpose: *The author probably included the information in the third paragraph on page 3 to . . .* (give readers an idea of what the times were like for explorers)
- Analyze text structure and organization: *What order does the author use on pages 4–11 to tell about the "Voyage of Discovery"?* (chronological order or the order of events)

CHAPTERS 2 & 3

Vocabulary

- Use direct definitions to determine word meaning: *What does the word **craftsmen** mean in this book? Let's look on page 12 for clues for the meaning of this word. (make things with their hands)*

Find It! Level 1 Comprehension

- Identify facts and details: *How many ships did Columbus take on his second voyage? (seventeen, page 12)*
- Identify facts and details: *Who was the first European to set foot in South America? (Christopher Columbus, page 19)*

Look Closer! Level 2 Comprehension

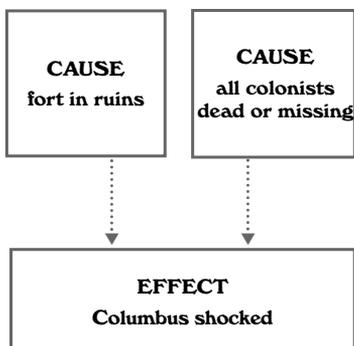
- Identify cause and effect: *What caused Columbus to be shocked when he reached Hispaniola in 1493? Use a cause-and-effect chart for help answering the question. (The fort was in ruins. All the colonists were dead or missing. page 13)*
- Identify cause and effect: *Why did Queen Isabella and King Ferdinand lose faith in Columbus? (Many men said he was a bad leader. He had not found the Indies, spices, or gold. page 16)*

Prove It! Level 3 Comprehension

- Draw conclusions: *There is information in the first paragraph on page 18 to support the conclusion that Columbus . . . (Answer: did not have much support for his voyage; Clues/Evidence: He had to wait two years before he sailed to the New World. He had only four ships. Some of his crew were from prisons. Sailors had heard bad things about Columbus and did not want to sail with him.)*
- Identify main idea: *The first paragraph on page 14 is mainly about . . . (Answer: why the place that Columbus chose was a bad one; Clues/Evidence: The land was on a marsh. There many bugs that spread disease. Many colonists grew ill. There was also no gold.)*

Take It Apart! Level 4 Comprehension

- Analyze text structure and organization: *The author uses chronological order on page 13 to tell what happened to the colony of Hispaniola. Give an example of this from the text. ("The colonists wanted more gold. They fought with the Indians and each other over gold. Finally, the Indians killed the colonists.")*
- Evaluate author's purpose: *The author probably included the map on page 22 so readers can . . . (compare two of the voyages of Columbus)*



CHAPTER 4 & CONCLUSION

Vocabulary

- Use description to determine word meaning: *What does the word **malaria** mean in this book? Let's look on page 25 for clues for the meaning of this word.* (a disease)

Find It! Level 1 Comprehension

- Identify facts and details: *How old was Columbus when he prepared for his final voyage?* (fifty-one years old, page 23)
- Identify facts and details: *When did Columbus set sail to look for a passage between Cuba and South America?* (May 9, 1502, page 23)

Look Closer! Level 2 Comprehension

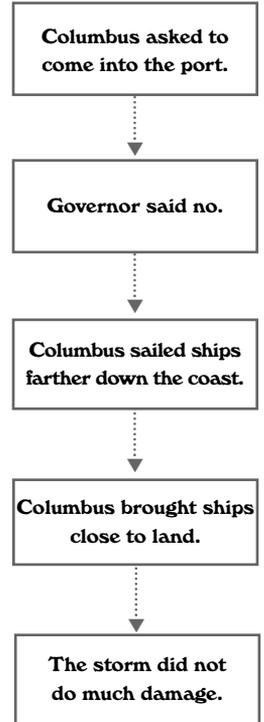
- Identify sequence of events: *What events occurred after Columbus asked if his ship could come into the port? Use a sequence-of-events chart for help in answering the question.* (The governor said no. Columbus sailed farther down the coast. He brought his ships close to land. The storm did not do much damage to his ships. page 24)
- Identify cause and effect: *What was the effect of the governor of Hispaniola sending ships loaded with gold to Spain?* (Twenty ships and 500 men were lost in the storm. page 25)

Prove It! Level 3 Comprehension

- Draw conclusions: *What conclusions can be made from the information on page 28 about the evening of February 29?* (Answer: Columbus was able to fool the Natives; Clues/Evidence: Columbus told the Indians to give the men food, or the gods would take away the moon in the sky. The Indians did not believe him. On the night of February 29, the eclipse happened. The Indians grew scared. They begged Columbus to help. They would give the men food if he brought back the moon. He said he would. The moon returned. The Indians gave the men all the food they wanted.)
- Use graphic features to interpret information: *What does the time line on page 30 tell about the first and second voyages Columbus took?* (Answer: they were close in time; Clues/Evidence: Columbus returned from his first journey on March 15, 1493. He set out on his next journey only a little more than six months later on September 25, 1493.)

Take It Apart! Level 4 Comprehension

- Identify text structure and organization: *What order does the author use to tell about events when Columbus set sail across the Caribbean Sea?* (chronological order or the order of events, page 25)
- Identify text structure and organization: *How does the author tell about Columbus in the Conclusion?* (by summarizing his discoveries, page 30)



TIPS FOR ANSWERING TEXT-DEPENDENT QUESTIONS

Vocabulary	Reread and look for clues to help you define the unfamiliar word. Can you find a synonym, a definition, text clues, or picture clues?
<i>Find It!</i> Level 1 Comprehension	The answers are right in the text. Reread to locate facts and details to answer the questions.
<i>Look Closer!</i> Level 2 Comprehension	The answers are in the text, but you may need to look in more than one place to find them.
<i>Prove It!</i> Level 3 Comprehension	You'll have to be a detective. You won't find the exact answers to these questions, but you will find clues and evidence to support your inferences and conclusions.
<i>Take It Apart!</i> Level 4 Comprehension	As you reread, ask yourself, "How did the author organize the information? Why did she/he write the book?"



