

# COLUMBUS DAY



Includes:

Copywork

Dictation

Poems

Short bio

President's Proclamation

Coloring

And More



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These are simple stories, poems, copywork and dictation for you to do along with any study on Christopher Columbus.

I tried to keep the earlier ages in the beginning and the more advance toward the end. But, you be the judge as to what your kids would enjoy doing.

I know that most older kids would know how to spell the dictation words and they probably know that holidays begin with capital letters. ☺

Enjoy,

*Cynce!*

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# COLUMBUS

Far away in a seaport town in Italy there lived many years ago a boy named Christopher Columbus. Columbus loved the sea with all his heart. He would sit on the docks day after day, watching the vessels sail out of the harbor and making pictures in his mind of the lands to which they were going.

When he grew to be a man, Columbus thought and studied and drew maps and plans, until he felt sure that the earth was round and that by sailing west he could reach the rich country of India, which really lay east of Italy. He longed to prove that his idea was right, but he had no money to buy vessels and food for such a long voyage.



He went from one place to another, trying to interest people in his plans. Some would listen to him; others would shake their heads and turn away; many would laugh and make fun of him, and call him foolish or mad; but no one would help him.

At last Columbus went to Spain and told his plans to King Ferdinand and Queen Isabella. They were interested in all he had to say; for they, too, wanted to find a new way of reaching India. When Columbus had finished speaking, King Ferdinand called in the wise men and bade Columbus show his plans to them.

But the wise men only made fun of poor Columbus. "Hear him! hear him!" they cried. "He believes that by sailing west he can reach the east. The man is mad."

Just as Columbus was turning sadly away, Queen Isabella spoke. "I believe in Columbus and his plan!" she exclaimed. "I am willing to sell my jewels and give him the money to buy ships with which to sail the seas and prove that what he says is true."

When Ferdinand heard what his brave queen had said, he no longer listened to the wise men. He gave Columbus money to buy three ships and to supply them with men and food.

Then Columbus set sail far out over the great unknown ocean where no vessel had ever been before. On and on he sailed until it seemed that the voyage would never end. But at last land came in sight. It was not India but a new, strange country which no one had ever heard of before.

Can you guess what land it was? Can you tell now why the people of America set a day aside and call it Columbus Day?

## HOW TO STUDY THE STORY OF COLUMBUS

Many of the stories that boys and girls of your age read are fairy tales or make-believe stories of other kinds. Such stories you often read simply for entertainment, but the stories of great men like Columbus and Washington and Lincoln are *true* stories and should be remembered and retold as well as enjoyed. They are really study stories.

This is the way to go about learning a story of this kind:

- \* First, read it through *silently* to find out what it is all about.
- \* Second, read it again, trying to see and feel it.
- \* Third, read it again, part at a time, and see whether you can tell each part to yourself.

A story is usually written in parts called paragraphs. Each paragraph tells one part of the story, therefore when you learn to tell a story, paragraph by paragraph, you really learn to tell it step by step.

Sometimes the words of a story make a picture. When they do, shut your eyes and try to see the picture in your own mind.

You have already read the story of Columbus once. Now read it a second time, trying to see the little boy watching the ships, and the grown-up man making maps and plans. How did he feel when the wise men laughed at him? How did he feel when the good queen offered to sell her jewels for him?

Now do what it tells you above to do; read the story again, a paragraph at a time, and see whether you can tell each paragraph to yourself. You may keep the story handy and look at it when necessary to do this.

1. Introduce Columbus, tell where he lived, and what he loved to do.
2. Tell when he grew to be a man what eastern country he hoped to reach by sailing west. Tell why he needed help to prove that his idea was right.
3. Tell how he tried to raise money and how the people treated him.
4. Tell of the visit of Columbus to King Ferdinand and Queen Isabella, why they were interested in his plan, and what the king did.
5. Tell what the wise men said.
6. Tell what Queen Isabella said as Columbus was turning away.
7. Tell what King Ferdinand did.
8. Tell about the voyage of Columbus and about the new land he discovered.

## HOW NAMES OF HOLIDAYS ARE WRITTEN

### A LESSON FOR STUDY AND DICTATION

Notice how the name of the holiday *Columbus Day* is written. With what kind of letter does it begin?

***The names of holidays begin with capital letters.***

Study the spelling of the *hard words* in the sentences below; then write them from dictation:

Why is *October 10<sup>th</sup>* a holiday?  
It is *Columbus Day*.  
Who was Columbus?  
He was a brave *sailor*.  
He found *America*.

## LETTER WRITING

Imagine the children in the Fifth Grade are studying history and that they will be interested to hear you tell the story of Columbus.

Write them a little note of invitation inviting them to hear you tell the story of Columbus.

Use this example as a guide:

*Dear Miss — ,*  
*We have learned how to act an*  
*interesting little play. Do you want*  
*some of us to come to your room to-*  
*morrow to play it for your children?*  
*If you do, please let us know when*  
*to come.*

*Your little friends,*  
*The Third Grade*

# Dictation of Hard Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

# Dictation of Hard Words

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2.	<hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/>
4.	<hr/> <hr/> <hr/> <hr/>
5.	<hr/> <hr/> <hr/> <hr/>



# Letter Writing



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid blue top line, a dashed blue middle line, and a solid orange bottom line.

## ORAL PRESENTATION

Instead of telling the story to a class of fifth graders, why not gather your family together and present the story to them. You may take the outline from above as reference when telling the story.

Use this handy index card.

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## *Columbus Day*

All hail, Columbus, discoverer, dreamer, hero, and apostle! Neither marble nor brass can fitly form his statue. Continents are his monument, and the unnumbered millions who enjoy the fruits of his faith will reverently guard and preserve from century to century his name and fame.

— CHAUNCEY M. DEPEW

Handwriting practice lines consisting of multiple sets of four horizontal lines: a solid blue top line, a dashed blue middle line, a solid orange bottom line, and a solid blue top line.





Timeline

Date

1492

# Christopher Columbus



Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top blue line, a dashed middle blue line, and a solid bottom orange line.







# Poems To Be Read

## Song of Columbus Day

Columbia, my land! All hail the glad day  
When first to thy strand Hope pointed the way;  
Hail him who thro' darkness first followed the Flame  
That led where the Mayflower of Liberty came.

Dear Country, the star of the valiant and free!  
Thy exiles afar are dreaming of thee.  
No fields of the earth so enchantingly «shine,  
No air breathes such incense, such music as thine.

Humanity's home! thy sheltering breast  
Gives welcome and room to strangers oppress'd,  
Pale children of Hunger and Hatred and Wrong  
Find life in thy freedom and joy in thy song.

Thy fairest estate the lowly may hold,  
Thy poor may grow great, thy feeble grow bold  
For worth is the watchword to noble degree.  
And manhood is mighty where manhood is free.  
O Union of States, and union of souls!  
Thy promise awaits, thy future unfolds,  
And earth from her twilight is hailing the sun,  
That rises where people and rulers are one.

—THERON BROWN

## COLUMBIA'S BANNER

"God helping me," cried Columbus, "though fair or foul the breeze,  
I will sail and sail till I find the land beyond the western seas!"—  
So an eagle might leave its eyrie, bent though the blue should bar,  
To fold its wings on the loftiest peak of an undiscovered star!  
And into the vast and void abyss be followed the getting sun;  
Nor gulfs nor gales could fright his sails till the wondrous quest was done.  
But O the weary vigils, the murmuring, torturing days,  
Till the Pinta's gun, and the shout of "Land!" set the black night ablaze!  
Till the shore lay fair as Paradise in morning's balm and gold,  
And the world was won from the conquered deep, and the tale of the ages told!

Uplift the starry Banner! The best age Is begun!  
We are the heirs, of the mariner whose voyage that morn was done.  
Measureless lands Columbus gave and rivers through zones that roll,  
But his rarest, noblest bounty was a New World for the Soul!  
For he sailed from the Past with its stifling walls, to the Future's open sky,  
And the ghosts of gloom and fear were laid as the breath of heaven went by;  
And the pedant's pride and the lordling's scorn were lost, in that vital air,  
As fogs are lost when sun and wind sweep ocean blue and Dare;  
And Freedom and larger Knowledge dawned clear, the sky to span,  
The birthright, not of priest or king, but of every child of man!

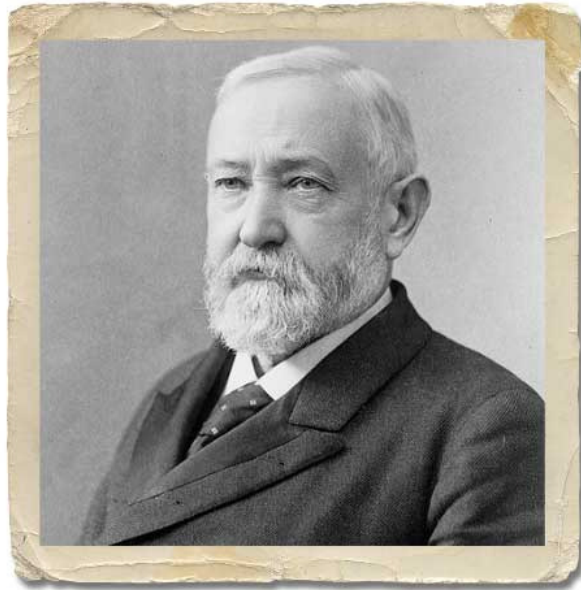
Uplift the New World's Banner to met the exultant sun!  
Let its rosy gleams still follow his beams as swift to west they run,  
Till the wide air rings with shout and hymn to welcome it shining high,  
And our eagle from lone Katahdin to Shasta's snow can fly  
In the light of its stars as fold on fold is flung to the autumn sky!

Uplift it, Youths and Maidens, with songs and loving cheers;  
Through triumphs, raptures, it has waived, through agonies and tears.  
Columbia looks from sea to sea and thrills with joy to know  
Her myriad sons, as one, would leap to shield it from a foe!  
And you who noon will b\* the State, and shape each great decree,  
Oh, vow to live and die for it, if glorious death must be!  
The brave of all the centuries gone this starry Flag have wrought;  
In dungeons dim, on gory fields, its light and peace were bought;  
And you who front the future—whose days our dreams fulfill—  
On Liberty's immortal height, Oh, plant it firmer still!  
For it floats for broadest learning; for the soul's supreme release;  
For law disdaining license; for righteousness and peace;  
For valor born of justice and its amplest scope and plan  
Makes a queen of every woman, a king of every man!  
While forever, like Columbus, o'er Truth's unfathomed main  
It pilots to the hidden isles, a grander realm to gain.

Ah! what a mighty trust is ours, the noblest ever sung,  
To keep this banner spotless its kindred stars among!  
Our fleets may throng the oceans—our forts the headlands crown—  
Our mines their treasures lavish for mint and mart and town  
Rich fields and flocks and busy looms bring plenty, far and wide—  
And statelier temples deck the land than Rome's or Athen's pride—  
And science dare the mysteries of earth and wave and sky—  
Till none with us in splendor and strength and skill can vie;  
Yet, should we reckon Liberty and Manhood less than these,  
And slight the right of the humblest between our circling seas,—  
Should we be false to our sacred past, ours father's God forgetting.  
This banner would lose its lustre, our sun be nigh his setting!  
But the dawn will sooner forget the east: the tides their ebb and flow,  
Than you forget our radiant Flag, and its matchless gifts forego!  
Nay! you will keep it high-advanced with ever brightening sway—  
The Banner whose light betokens the Lord's diviner day—  
Leading the nations gloriously in Freedom's holy way!  
No cloud on the field of azure—no stain on the rosy bars—  
God bless you, Youths and Maidens, as you guard the Stripes and Stars!

—EDNA DEAN PROCTOR

# The President's proclamation



WHEREAS, By a joint resolution approved June 29, 1892, it was resolved by, the senate and house of representatives of the United States of America, in congress assembled, "That the president of the United States be authorized and directed to issue a proclamation recommending to the people the observance in all their localities of the four hundredth anniversary of the discovery of America, on the 21st of October, 1892, by public demonstration and by suitable exercises in their public schools and other places of assembly:

Now, Therefore I, Benjamin Harrison, president of the United States of America, in pursuance of the aforesaid joint resolution, do hereby appoint Friday, October 21, 1892, the four-hundredth anniversary of the discovery of America, by Columbus, as a general holiday for the people of the United States. On that day let the people, so far as possible, cease all toil and devote themselves to such exercises as may best express honor to the discoverer and their appreciation of the great achievements of the four completed centuries of American life.

Columbus stood, in his age, as the pioneer of progress and enlightenment. The system of universal education is, in our age, the most prominent and salutary feature of the spirit of enlightenment, and it is peculiarly appropriate that the schools be made by the people the center of the day's demonstration. Let the national flag float over every school house in the country, and the exercises be such as shall impress upon our youth the patriotic duties of American citizens. In the churches and other places of assembly of the people, let there be expressions of gratitude to Divine Providence for the devout faith of the discoverer, and the divine care and guidance which has directed our history and so abundantly blessed our people.

BENJAMIN HARRISON

[I thought this was an interesting speech made over one hundred years ago. You can discuss how God in the public schools has changed so much. Would the original author have ever thought so?]

## **THE MEANING OF THE FOUR CENTURIES**

The spectacle America presents this day is without precedent in history. From ocean to ocean, in city, village, and country-side, the children of the states are marshaled and marching under the banner of the nation; and with them the people are gathering around the school house.

Men are recognizing to-day the most impressive anniversary since Rome celebrated her thousandth year—the 400th anniversary of the stepping of a hemisphere into the world's life; four completed centuries of a new social order; the celebration of liberty and enlightenment organized into a civilization.

And while, during these hours, the Federal government of these United States strikes the keynote of this great American day that gives honor to the common American institution which unites us all—we assemble here that we, too, may exalt the free school that embodies the American principle of universal enlightenment and equality, the most characteristic product of the four centuries of American life.

Four hundred years ago this morning the Pinta's gun broke the silence and announced the discovery of this hemisphere.

It was a virgin world. Human life hitherto upon it had been without significance. In the Old World for thousands of years civilized men had been trying experiments in social order. They had been found wanting. But here was an untouched soil that lay ready for a new experiment in civilization. All things were ready. New forces had come to light, full of overturning power in the O'd World. In the New World they were to work together with a mighty harmony.

It was for Columbus, propelled by this fresh life, to reveal the land where these new forces were to be given space for development, and where the awaited trial of the new civilization was to be made.

To-day. we reach our most memorable milestone. We look backward and we look forward.

Backward, we see the first mustering of modern ideas; their long conflict with Old World theories, which were also transported hither. We see stalwart men and brave women, one moment on the shore, then disappearing in dim forests. We hear the axe. We see the flame of burning cabins and hear the cry of the savage. We see the never-ceasing wagon trains always toiling westward. We behold log cabins becoming villages, then cities. We watch the growth of institutions out of little beginnings—schools becoming an educational system; meeting houses leading into organic

Christianity; town meetings growing to political movements: county discussions developing federal governments.

We see hardy men with intense convictions, grappling, struggling, often amid battle smoke, and some idea characteristic of the New World always triumphing. We see settlements knitting together into a nation with singleness of purpose. We note the birth of the modern system of industry and commerce, and its striking forth into undreamed-of wealth, making the millions members one of another as sentiment could never bind. And under it all, and through it all, we fasten on certain principles ever operating and regnant—the leadership of manhood; equal rights for every soul; universal enlightenment as the source of progress. These last are the principles that have shaped America; these principles are the true Americanism.

We look forward. We are conscious we are in a period of transition. Ideas in education, in political economy, in social science are undergoing revisions. There is a large uncertainty about the outcome. But faith in the underlying principles of Americanism and in God's destiny for the Republic makes a firm ground of hope. The coming century promises to be more than ever the age of the people; an age that shall develop a greater care for the rights of the weak, and make a more solid provision for the development of each individual by the education that meets his need.

As no prophet among our fathers on the 300th anniversary of America could have pictured what the new century would do, so no man can this day reach out and grasp the hundred years upon which the nation is now entering. On the victorious results of the completed centuries, the principles of Americanism will build our fifth century. Its material progress is beyond our conception, but we may be sure that in the social relations of men with men, the most triumphant gains are to be expected. America's fourth century has been glorious; America's fifth century must be made happy.

One institution more than any other has wrought out the achievements of the past, and is to-day the most trusted for the future. Our fathers in their wisdom knew that the foundation of liberty, fraternity, and equality must be universal education. The free school, therefore, was conceived the corner-stone of the Republic. Washington and Jefferson recognized that the education of citizens is not the prerogative of church or of other private interest; that while religious training belongs to the church, and while technical and higher culture may be given by private institutions—the training of citizens in the common knowledge and the common duties of citizenship belongs irrevocably to the state.

We, therefore, on this anniversary of America present the Public School as the noblest expression of the principle of enlightenment which Columbus grasped by faith. We uplift the system of free and universal education as the master-force, which under God, has been informing each of our generations with the peculiar truths of Americanism. America, therefore, gathers her sons around the school house to-day as the institution closest to the people, most characteristic of the people, and fullest of hope for the people.

To-day America's fifth century begins. The world's twentieth century will soon be here. To the 13,000,000 now in the American schools the command of the coming years belongs. We, the youth of America, who to-day unite to march as one army under the sacred flag, understand our duty. We pledge ourselves that the flag shall not be stained; and that America shall mean equal opportunity and justice for every citizen, and brotherhood for the world.

# Scripture Copywork Selection

## **Psalms 107:1-31 [kjv]**

1 O give thanks unto the LORD, for he is good: for his mercy endureth for ever.

2 Let the redeemed of the LORD say so, whom he hath redeemed from the hand of the enemy;

3 And gathered them out of the lands, from the east, and from the west, from the north, and from the south.

4 They wandered in the wilderness in a solitary way; they found no city to dwell in.

5 Hungry and thirsty, their soul fainted in them.

6 Then they cried unto the LORD in their trouble, and he delivered them out of their distresses.

7 And he led them forth by the right way, that they might go to a city of habitation.

8 Oh that men would praise the LORD for his goodness, and for his wonderful works to the children of men!

9 For he satisfieth the longing soul, and filleth the hungry soul with goodness.

10 Such as sit in darkness and in the shadow of death, being bound in affliction and iron;

11 Because they rebelled against the words of God, and contemned the counsel of the most High:

12 Therefore he brought down their heart with labour; they fell down, and there was none to help.

13 Then they cried unto the LORD in their trouble, and he saved them out of their distresses.

14 He brought them out of darkness and the shadow of death, and brake their bands in sunder.

15 Oh that men would praise the LORD for his goodness, and for his wonderful works to the children of men!

16 For he hath broken the gates of brass, and cut the bars of iron in sunder.

17 Fools because of their transgression, and because of their iniquities, are afflicted.

18 Their soul abhorreth all manner of meat; and they draw near unto the gates of death.

19 Then they cry unto the LORD in their trouble, and he saveth them out of their distresses.

20 He sent his word, and healed them, and delivered them from their destructions.

21 Oh that men would praise the LORD for his goodness, and for his wonderful works to the children of men!

22 And let them sacrifice the sacrifices of thanksgiving, and declare his works with rejoicing.

23 They that go down to the sea in ships, that do business in great waters;

24 These see the works of the LORD, and his wonders in the deep.

25 For he commandeth, and raiseth the stormy wind, which lifteth up the waves thereof.

26 They mount up to the heaven, they go down again to the depths: their soul is melted because of trouble.

27 They reel to and fro, and stagger like a drunken man, and are at their wits' end.

28 Then they cry unto the LORD in their trouble, and he bringeth them out of their distresses.

29 He maketh the storm a calm, so that the waves thereof are still.

30 Then are they glad because they be quiet; so he bringeth them unto their desired haven.

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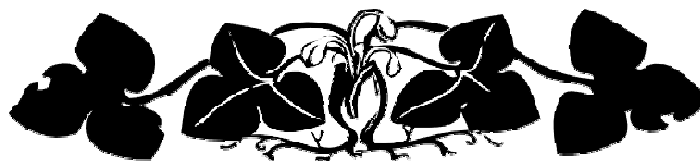


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