

 SCHOLASTIC

BOOK GUIDES

Pedro's Journal

BY PAM CONRAD

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Overview Chart

Comprehension Skills and Strategies

Analyzing Cause and Effect
Comparing and Contrasting
Drawing Conclusions
Interpreting Character Actions
Interpreting Character Traits
Making Inferences
Making Judgments
Predicting Outcomes
Understanding Setting
Understanding Supporting Details

Literary Concepts

Characterization
Historical Fiction
Plot
Point of View
Setting
Simile
Suspense
Theme

Management System

Pedro's Journal and the accompanying guide may be used in the following manner.

Whole Class: Have the whole class read the book together. The class then responds to the literature through discussions and activities. For this system, each child has a copy of the book.

Small Group: Divide the class into collaborative reading groups, by counting off or some other neutral method. Try to have some fluent readers in each group share their reading with less-fluent readers. Each group responds to the literature through discussions and activities. For this system, each child in the group has a copy of the book.

Read Aloud: Read the book aloud to the whole class or small group. This will help less-fluent readers and allow children to hear the language and appreciate the author's technique. For this system, only the person reading aloud has a copy of the book.

Story Overview

Pedro's Journal is a fictional story of Columbus's first voyage westward. Told through the eyes of a 12-year-old ship's boy, this account invites a fresh look at an old story. Pedro de Salcedo has been chosen for the voyage because he can read and write. Like his hero, Columbus, the "Captain General of the Ocean Sea," Pedro keeps a journal. Through his simple telling of day-to-day events, Pedro conveys his first assessment of the Captain's character, Pedro's changing sense of the venture, and the mood of the crew as time stretches out with no sight of land.

Over the course of the voyage, Pedro's account reveals a sharp contrast between the grand ambitions of Columbus and the less impressive and glorious reality that the crew encounters day after day. After the explorers land on a lush, beautiful island, Pedro's views of the captain and of the entire venture change painfully as he sees how the native people are treated. Columbus collects some as curiosities; he intends to train them as servants and take them back to Spain. He also trades cheap glass beads and other worthless items with the natives, hoping to get gold and valuables in return.

Pedro's narrative invites the reader to imagine how the native people viewed the explorers' intrusion, and to question the traditional, Eurocentric view that Columbus "discovered" the Western Hemisphere. The story offers a unique opportunity for students to consider and evaluate what happened, and to make their own judgments about this historic event.

About the Genre

Historical Fiction

Historical fiction provides an imaginative reconstruction of actual events and/or the people involved in them. Some examples fictionalize one major event, placing emphasis on the accuracy of the depiction, and others emphasize the individuals involved in the events, as in a fictionalized life of a historical figure such as Christopher Columbus.

Pedro's Journal is a story of Columbus's first voyage westward. It is based on information from Columbus's journals. Told through the eyes of a 12-year-old ship's boy, this account invites a fresh look at history. The major events, such as landfall in the West Indies and the sinking of the *Santa María*, really happened. The fictional journal then gives the events of the voyage a vivid sensory and emotional reality. The spare narrative builds a vision of Columbus's character and motives, and of the fears and forces he had to deal with. It helps readers identify with historical people and gain insights into situations very different from their own present-day reality.

The distinguishing features of historical fiction include: a setting in a time of the past; a re-creation of the spirit of a historical era; the use of fictional characters; the use of a real historical personage; the use of invented dialogue that reflects the way people spoke at the time; and a plot based on the experiences and events of the period.

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About the Author

Pam Conrad has written several prizewinning novels for young people, including *My Daniel* (ALA Best Book for Young Adults), *Stonewords* (Boston Globe/Horn Book Fiction Award), and *Prairie Songs* (International Reading Association's Children's Book Award). *Pedro's Journal* grew out of an assignment to write captions for sketches done by the ship's boy who sailed with Christopher Columbus. The publisher sent Ms. Conrad a book of Columbus's journals, and she was captivated. "It was so fascinating," she says. "The thing I really liked about it was finding out that this 12-year-old boy actually sank the *Santa María* once they got to America."

Pam Conrad began writing at age seven when she was home with the chicken pox. Pam's mother gave her some paper and colored pencils. Instead of drawing, she began writing poetry. When she was in the fourth grade, Conrad entered a writing contest sponsored by a television show. She won a beagle puppy that became a beloved pet. Growing up in Queens, New York, she continued to write poetry and, when she was twelve, her father published a private collection of her work called *Tea by the Garden Wall*.

Conrad recalls that she read all the time as a child, even sneaking books and a flashlight under the blankets at night. As an adult, she took college courses and attended workshops and conferences and began writing professionally. She submitted manuscripts to publishers and kept the rejection slips on a spike on her desk. When she sold her first book, she found that she had 222 rejection slips saved up.

Pam Conrad lives in Rockville Centre, New York, with her teenage daughter, Sarah. When Sarah was little, Pam gave her paper to write poems. Sarah drew pictures instead. Pam and Sarah hope to collaborate on a picture book some day.

About the Illustrator

Peter Koeppen is the illustrator of *A Swinger of Birches: Poems of Robert Frost for Young People*, which was an American Book Award Nominee. He lives in Annapolis, Maryland.

Pedro's Journal

Lesson 1

August 3–September 3 Pages 1–12

Synopsis

Because he can read and write, Pedro de Salcedo has been chosen to be ship's boy on the *Santa María*, one of three ships sailing west to find a sea route to the fabled Indies. Pedro will assist the "Captain General of the Ocean Sea," Christopher Columbus, who heads the expedition. Pedro leads the sailors' morning prayers, turns the sandglass that marks the watch, calls the men to meals, and washes the slate on which the navigator keeps the daily log. He is eager to learn everything he can about ships, sailing, and navigation. The ships stop in the Canary Islands to mend a broken rudder on the *Pinta*, and then set out into unknown seas. Pedro reports the crew members' doubts and fears, and his own excitement and fear.

Before Reading

Explain to students that *Pedro's Journal* is a story of Christopher Columbus's first voyage, told through the fictional journal of Pedro, a ship's boy. Tell them that journals are an important source of information about the voyages of explorers like Columbus.

Ask students to imagine how they would feel if they were the only young crew members of a space journey to Mars, where no one has ever gone. The captain and other experts would know the route and plans, but the young crew members would just have to trust the leaders to get them there. They would have to learn their tasks, and at first everything about life aboard a spaceship would seem strange. Encourage students to talk about how they might feel on the day of liftoff. How might their feelings change as the days went by? Suggest that they try to identify with Pedro's feelings as he says good-bye to the world he knows, and his ship sets out into the unknown.

Distribute copies of the book and explain to the students that because this is Pedro's journal, each entry is identified by a date. Then tell them that Pedro's sketches give information that helps to understand his journal entries. For example, the banners on page 1 represent the identifying flags flown by each ship, the *Niña*, the *Pinta*, and the *Santa María*.

During Reading

Ask students to listen as you read pages 1–12 aloud. When you have finished reading, ask the children to identify Pedro’s feelings about the voyage. Discuss how his responses compare with their own feelings about a space voyage.

Literary Concepts

Discuss setting: Display a globe or a map of the world. Locate Spain and place colored pins or stickers near Palos, in the Canary Islands, and in India. Stretch a piece of string or yarn from the Canary Islands to the West Indies.

Explain to students that a famous traveler, Marco Polo, had traveled overland from Italy to India and China in the 1200s, and had brought back gold, silk fabrics, and spices the Europeans had never seen before. Marco Polo told of lands to the east that had great riches—the Indies, China, and Japan. Show students on the map or globe how Italian merchants could travel east, by sea and then by land, to India and China. Tell them that merchants did travel Marco’s route, traded with the eastern lands, and made huge fortunes; but overland travel was long, costly, and dangerous. Then explain that people believed they could acquire these riches more quickly and in greater abundance if they could find a sea route to the Indies. Some brave navigators tried to go around Africa. (Use map or globe to illustrate.) But Columbus had a different idea.

Point out that most educated people of Columbus’s time had begun to believe that the earth was a sphere. So Columbus believed he could get to the Indies by sailing west. Ask students whether Columbus had a realistic idea or not. (In theory, it was possible. What Columbus did not know was that there were whole continents, North and South America, between Spain and the Indies.) Explain that the sailors were fearful because they could not understand the concept of sailing west to get to the Indies, or eastern lands. Some believed that there were monsters and other dangers in the unknown seas, or even that the earth was flat and they might sail right off the edge.

Ask students to predict what might happen if and when the ships eventually do reach land. How do they think Columbus, who expects to find the wealth of the Indies, will react to what he does find? And how will his sailors feel?

Points to Ponder

1. What qualities does Pedro have that will help him on this voyage? (*Interpreting Character Traits/Actions*)
2. What are the crew’s feelings about the voyage? How do you know? (*Making Inferences/Understanding Supporting Details*)
3. Describe life on shipboard, including the sounds and physical feelings. (*Understanding Setting*)
4. Although she is not present, Pedro’s mother is an important figure in his life. He has already spoken of her more than once. What part do you think she has in this story? (*Making Judgments*)

After Reading

Choose from the following activities:

1. Make a large illustration, poster, or mural of one of Columbus's ships. You may use the illustrations on pages 9, 58, and 71 for ideas. Find more pictures of ships of the time in other books on ships and explorers, and in the encyclopedia.
2. Write a character description of Pedro or of Christopher Columbus. Reread pages 1–12 to find clues about your character in things he does or says. In your description, tell what kind of person you think he is, and whether you would have liked him. You may wish to keep your description and reread it at the end of the story to see if your ideas have changed.
3. Dramatize the points of view of Columbus and the sailors by role-playing the hiring of the seamen. Form a small group and then determine who will play the following roles: Columbus, who tries to persuade men to join the venture; an excited young man seeking experience as a sailor; an angry, rebellious man; a man who must take risks to support a large family; and a wise older fellow who has seen much of life and jokes about it. Take a few minutes to agree on the order in which the prospective sailors will approach Columbus on the dock, and then improvise! Present your dramatization to the class.
4. Make a list of Pedro's tasks on shipboard, and write a log or paragraph telling what a typical day of his must have been like. Include the things he and other sailors did for fun or as pastimes, as well as for work. Add your own comments about how you would like Pedro's life as a ship's boy.

Sign-up Sheet

<i>Name</i>	<i>Activity Number</i>	<i>Date Started</i>	<i>Date Completed</i>

Pedro's Journal

Lesson 2

September 10–October 5 Pages 13–27

Synopsis

The crew is sullen and doubtful as the ships sail out of sight of the Canary Islands into unknown waters. The captain uses both rewards and threats to keep the men in line. When a discrepancy in the compass readings is found, Columbus states firmly that the North Star moved. A floating ship's mast, a seemingly endless mass of seaweed, falling stars, porpoises, and a storm all disturb the crew and are interpreted as signs and warnings. Once past the seaweed, Pedro takes advantage of clear water to learn to swim. He has so much fun that he wishes he had tried swimming before.

There is great excitement when a sailor claims he has sighted land, and deep disappointment the next day when they discover it must have been a cloud on the horizon. Pedro tells himself that this means there is still a chance for him to earn the reward. The crew continues to grumble; frequent sightings of land birds encourage only Columbus. Pedro thinks of his mother, and comforts himself with the thought that back in Spain, she is looking at the same moon he sees.

Before Reading

In this section, the sailors interpret each event that occurs as a sign, and they see most events as signs of doom. Pedro reports the events and the sailors' fears, but also his own ideas, which are often more hopeful.

Help students use their experience to evaluate the sailors' ideas. Ask whether they know of or believe in any bad-luck signs, such as walking under a ladder and breaking a mirror, or any good-luck signs, such as seeing a rainbow and finding a penny. Then ask, "What do you think determines whether people see a sign as good or bad?" Help them to understand that people often see what they want to see; that their mood may color their interpretation of what they see. Ask the students to consider this as they read how Columbus, the crew, and Pedro experience and interpret the events of their journey.

Option: Encourage students to continue noting unfamiliar words as they read, and to try and construct the meaning of each word from surrounding context clues. Then have them share their lists and, if necessary, use a dictionary to find the meaning of each word. Have students add items to the class list of "Sailing Terms" as they encounter them. The word *mutiny* will probably be new to most students. After they have looked it up, discuss with students what a mutiny among the crew of any one of the three ships would mean. What might the men do? Encourage students also to find the meanings of related words, such as *mutinous* and *mutineer*.

During Reading

Begin by reading aloud the entry for September 10 (pages 13–14). Assign students pages 14–27.

Literary Concepts

Discuss point of view: Discuss with students the fact that in this book, we follow the events of the story as Pedro experiences them. We learn:

- of events that Pedro sees or hears about.
- what Pedro thinks and feels.

We learn about the other characters through Pedro's eyes, so we must be aware of his feelings and views when we respond to them. We may accept Pedro's ideas, or we may believe some and question others. You may wish to share with the students that when the narrator is a character in the story and refers to himself as *I*, we say the story is told from the first-person point of view.

Discuss with students the answer to the question, "What is the advantage of hearing about this journey directly from Pedro?" After they have shared their ideas, ask, "Are there any limitations to this method? Are there things you want to know that might be told if there were an impersonal narrator who knew everything?"

You may want to expand the discussion of point of view to include third-person narrative. Tell students that another way to tell the story is from the third-person point of view. In this form, the narrator, who is not part of the story, refers to the characters as *he* and *she*. The narrator may give the thoughts and feelings of only one character, or may tell the thoughts and feelings of all the characters.

Points to Ponder

1. Why did Columbus say that the North Star moved? What does Pedro think about what he did? (*Drawing Conclusions*)
2. How do the sailors react to the floating mast, the falling stars, and the seaweed? What do their reactions tell about them? (*Interpreting Character Traits/Drawing Conclusions*)
3. What does it mean that the explorers couldn't find bottom at 200 fathoms? (*Understanding Setting*)
4. What do you think the Captain's feelings are? What actions does he take, and why? What do you think he prays for? (*Interpreting Character Traits/Actions*)
5. What are Pedro's thoughts and feelings after the "land" turns out to have been a cloud? What does this tell you about Pedro? (*Interpreting Character Traits*)
6. What action might the men take at this point? What would it mean for the expedition? What might happen to the Captain and to Pedro if they did take such actions? (*Predicting Outcomes*)

Pedro's Journal

Lesson 3

October 7–November 6 Pages 28–46

Synopsis

Another sighting of land proves to be false, but the presence of birds gives the Captain hope. Pedro gets a chance to steer the ship, and dreams of being a captain himself some day. Despite their fear and anger, Columbus convinces the men to give him just one more day before turning back. On October 11, the Captain sees land.

Once ashore, Columbus plants a Spanish flag on the beach, claiming the land for the Spanish king and queen. Native people approach the explorers and welcome them. They come to believe that the new arrivals are magical beings. Pedro describes the people as gentle and beautiful. He feels intense distress at Columbus's plans for them, and at the Captain's actions. He also wonders where the fabled splendors of Japan might be—the temples and bridges and spices that Marco Polo and others wrote about.

Before Reading

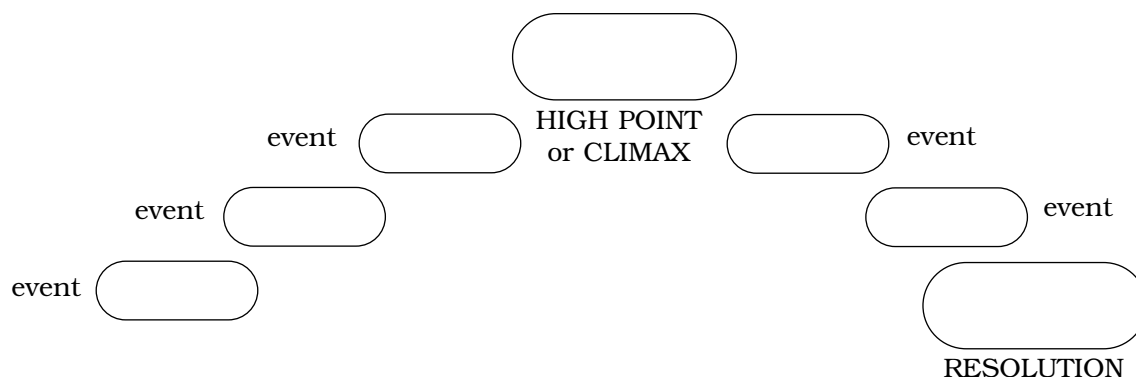
Discuss with students the fact that waiting has been a big part of this voyage. Ask students, "How do you feel when you have to wait a long time for something? Given their feelings when they set out, how will the sailors respond to a long wait with no sight of land? How do you think Columbus will feel?"

During Reading

Literary Concepts

Discuss plot and suspense: Share with students the idea that suspense is a feeling of growing concern or uncertainty about the outcome of events. Writers create suspense by introducing problems or raising questions in their readers' minds. Readers feel curious or concerned, and keep reading to find out what will happen. Ask the students, "What is the problem at the beginning of the voyage? What events add to your concern and curiosity? What event will relieve the suspense?"

Help students make a graphic representation of the rising action of the plot, using this chart as a starting place. Encourage groups of children to extend the chart and fill in events that create suspense and the climax. (Allow them to determine their own graphic structure and continue to fill in their chart for the rest of the story.)



Discuss the fact that even after the explorers reach land, the problem is not completely resolved. Ask students, “What questions continue to plague Pedro and Columbus?” Share with students that sometimes a lesson learned or a greater understanding of human nature is part of the resolution of a story’s plot.

Points to Ponder

1. What does Columbus fear the men may do? How does he try to keep their loyalty? *(Interpreting Character Actions)*
2. Describe the land the explorers have found. *(Understanding Setting)*
3. How does Pedro describe the people? What is most striking to him? *(Making Judgments)*
4. Do you think the island people really believe the explorers are angels of God? Do they have the same God and religion as the explorers? What do you think they might imagine? *(Making Judgments)*
5. List some of the items the islanders have to trade, and the goods the explorers give them in return. Compare and contrast the value of the items each group offers. *(Comparing and Contrasting)*
6. Why does Pedro think he may choose not to show the letters he is writing to his mother? *(Drawing Conclusions)*

Pedro's Journal

Lesson 4 November 19–December 27 Pages 47–62

Synopsis

Columbus takes seven island women and three children aboard the ship, intending to bring them back to Spain as curiosities. Pedro is deeply shamed by Columbus's attitude and actions toward the native people.

While the explorers continue to search for evidence of Chinese civilization, the *Pinta* disappears. In one encounter with the islanders, Columbus threatens them with sharp swords. The interpreter urges the explorers to get back onto the ship, because the people are armed to kill. They continue to go from island to island, and Columbus names every spot they see. But instead of riches and fine art, all they find are parrots. The crew grumbles that this is not Asia. Pedro sums up the expedition by likening it to a plague of grasshoppers: "We will make the island ours. We will *take* whatever we need."

Alone at the helm after a rowdy Christmas celebration, Pedro runs the *Santa María* aground on a reef and the ship sinks. Pedro is angry at being blamed when he was only doing his job and doing his best. Columbus mourns at first, and then decides that it was God's will.

Before Reading

Read aloud the entry for November 19. Share with the students that a writer sometimes compares two unlike things. When the words *like* or *as* introduce the comparison, it is a simile. Ask students to find similes in this journal entry. For each simile, ask students what things Pedro is comparing. What does the comparison add to his meaning? Discuss the fact that the comparison can give added emphasis to an event, or make an image come alive. It helps the reader relate emotions and the inner self to the outer, physical world, and gives a visual image for an abstract feeling.

During Reading

Have students read pages 48–62

Literary Concepts

Discuss characterization: Discuss with the class how an author develops understanding of a character. Ask students, “What do you know about Columbus’s character so far? How do you know? What are some of his feelings?” Help students reach the conclusion that character traits emerge in what characters do, what they say, and how others in the story respond to them. Discuss the fact that, since this story is told by Pedro, Columbus’s feelings are not stated or described. However, readers can imagine Columbus’s feelings, based on events and on his actions.

Have small groups of students describe Columbus’s character traits, using a chart like the one that follows. Have the groups share and discuss their findings with the class.

Character trait	How you know	Pages

Option: Have some groups of students use the chart to list Pedro’s character traits.

Points to Ponder

- 1.** What causes Pedro so much shame? Why? (*Analyzing Cause and Effect*)
- 2.** Why do you think the *Pinta* disappeared? What do you think will happen to the ship? (*Predicting Outcomes*)
- 3.** How did life on shipboard change after the ships came to land? How did it remain the same? (*Understanding Setting/Comparing and Contrasting*)
- 4.** How does the islanders' behavior toward the explorers change? Why do you think this happens? (*Analyzing Cause and Effect*)
- 5.** What theme develops in Pedro's journal entries once the explorers reach the islands? (*Identifying Theme*)
- 6.** Do you think the sinking of the *Santa María* was Pedro's fault? What does Pedro's reaction to this event show about his character? (*Making Judgments/Interpreting Character Traits*)

Pedro's Journal

Lesson 5

January 2–February 14 Pages 62–81

Synopsis

Columbus decides to leave a settlement on the island, and then to search further for gold before returning to Spain. The *Pinta* reappears, its captain Martin Alonso making excuses about why they went away. Columbus takes charge; the two ships will sail back together under his command. He tries to befriend Pedro, but the boy is disgusted with the Captain's self-seeking and the hypocrisy of the crew. They make peace as they laugh over three huge, ungainly "mermaids"—sea creatures called manatees.

The explorers' last encounter with the islanders is with men armed and ready for violence. As they set out in leaking ships, Pedro looks forward to the uncomplicated life of the open sea. He reflects that he is becoming a seasoned sailor. But Pedro is disturbed when Columbus talks about a second voyage.

A terrible storm rocks the boats and terrifies the men. Columbus draws lotteries for people to do pilgrimages and masses, in hopes that God will take mercy on the ships. Fearful that the *Pinta* may make port and get all the credit for the voyage, he writes a proclamation telling of his deeds and seals it in a barrel that he will put out to sea. He wants to make sure the world knows the truth of the matter if his ships should sink. Pedro asks Columbus to enclose his journal in the barrel. The epilogue tells that the *Niña* and the *Pinta* did make it back to Spain, and that Pedro de Salcedo was last seen headed for his mother's home in the hills.

Before Reading

Ask students how they think Pedro feels at this point about Columbus, and about the success of the voyage. Ask them to predict what the expedition will do next. You might also wish to ask them how they think the story will end.

During Reading

Have students finish reading the book.

Literary Concepts

Discuss theme: Share with students the idea that a theme is a recurring or central idea in a literary work. Ask the students, “What experiences and ideas concern Pedro throughout his journal? Can you identify the theme or themes of this book?” Help them to identify as one theme Pedro’s growing doubt about Columbus’s intentions and motivations. He finds that the people of the islands are gentle and good, and that the Spaniards seem only to want to take from them. Encourage students to express their feelings about this perspective on Columbus’s expedition.

Another theme students may recognize is that of growing up. Pedro’s experiences, and the insights and sense of competence he has gained on this journey, help to form the adult person Pedro will become.

Have students find passages that express the themes they have identified and share them with the class. They may use the chart format below to identify and give evidence for their themes. Discuss how the author develops the theme, and the fact that different kinds of events and different kinds of writing can contribute to one theme.

Theme	Events that express theme	Pages

Points to Ponder

1. Why is Pedro embarrassed about naming the settlement La Navidad, which means *The Birthday (of Jesus), or Christmas?* (*Drawing Conclusions*)
2. Why didn't Columbus publicly scold Martin Alonso or fight with him when the *Pinta* reappeared? Why do you think Martin Alonso rejoined Columbus? (*Analyzing Cause and Effect*)
3. What did Columbus see as valuable in the lands he found? Do you agree? What do you think was valuable? (*Making Judgments*)
4. Logs like Pedro's journal are an important source of information about the early explorers' voyages. Do you think Columbus's journal might be different from this book? In what way? (*Interpreting Character Traits/Making Judgments*)
5. How does Pedro sum up his experience as the ships set out for home? Why does he feel suddenly cold when Columbus talks about visiting other islands on the second voyage? (*Drawing Conclusions*)
6. Why does Columbus seal a proclamation in a barrel and place it in the sea? Why do you think Pedro sends his journal along with Columbus's proclamation? (*Interpreting Character Actions*)

Pedro's Journal

A Model for Writing

The Prewriting Stage

The purpose of prewriting is to get ready for writing by generating possible topics, and by stimulating students' ideas and feelings. Through activities such as brainstorming, drawing, diagramming, and free-writing, students explore their responses to the literature they have just read. They examine the literature as a model for their own writing. Prewriting is a time for taking in both information and ideas, and for generating many possibilities from which students can then make a choice.

Tell students that they will write a story that is historical fiction like *Pedro's Journal*. Have students work in small groups to identify some possible topics and approaches. Encourage them to brainstorm to create a pool of ideas from which they all can choose. Each group should have a moderator who recognizes speakers, and one or two recorders to write down ideas as they are shared. The following topics may help groups get started:

- Pedro's homecoming
- other adventures with the islanders
- another fictional child on an imaginary voyage
- an event from *Pedro's Journal* written in third-person narrative

At the end of the session, tell students that in the next session they will choose a topic. Suggest that they reread portions of *Pedro's Journal* that would serve as a model for story writing. Students who want to try writing a third-person narrative should look at other historical fiction as models (see Bibliography, page 6).






The Revising Stage

Revising, or looking again at one's writing, is at the heart of the writing process. Tell students that writers usually do not get the work exactly as they want it in the first draft. The revising stage is a time to read over what they have written and see if it really says what they want it to. Then they can add and make changes that will make their writing clearer, more exciting, or more persuasive. Share with the students these things they can do when they revise:

- Reread the draft, listening to how it sounds.
- Make sure the piece has a clear beginning, middle, and end.
- Make sure ideas or events are in the order the writer wants.
- Experiment with different beginnings. A writer may decide to cut a long introduction and begin a story with dialogue instead of explanation.
- Change the text to include more action words and words for sights, sounds, and smells.
- Try telling the story in a different tense.

Let the students share their writing either as a whole class, or in small groups. Each individual can read his or her draft aloud. Encourage the audience to tell what they enjoyed and appreciated in each piece, and to give each writer positive suggestions that might make the piece clearer or more interesting.

Show students how to “move” material from one place to another. Help them use the proofreading marks shown below to make other needed changes. Allow students time to revise their writing.

Mark	Meaning	Example
	new paragraph	¶ Now I don't know what to think.
	insert, add this	I ^{really} wanted to be ^a sailor.
	capital letter	He named one place Isla de la tortuga. <u>I</u>
	delete, take out	I was terrified. I believe that Columbus was frightened, too.
	transpose, move	We were <u>first</u> going to explore the land.
....	stet, let it stay	Sancho sometimes let Pedro steer by himself.

The following materials for revising and editing should be kept at a Writing Center: scissors, tape, correction fluid, stapler, marking pens, pencils, crayons, and, if available, a word processor.

The Editing Stage

When students are satisfied with the content of their pieces, they may begin to edit. Tell students that editing is a courtesy to the reader. It makes their writing easy and pleasant to read. They will want to edit their work before they publish it, or share it with others.

During editing, students should reread and correct their writing for spelling, grammar, usage, and punctuation. If you wish, have a brief discussion with the class to develop an editing checklist which everyone can use. Write the checklist on chart paper or on the chalkboard.

Provide a dictionary and thesaurus, editor's blue pencils, and reference books to help students edit their work.

The Publishing Stage

Students enjoy and learn from publishing and sharing their writing. Encourage students to publish their work in one of the following ways:

- Have each student make a handwritten fair copy of his or her piece, and illustrate if he or she wishes.
- Have students create colorful covers for their pieces. Post them on a bulletin board for the class to read.
- Use a word processor to print a class "magazine" of the stories and essays. Make multiple copies and share the magazine with other classes and with parents and friends.
- Have students make an audio tape of their stories and essays.
- Create a class anthology.

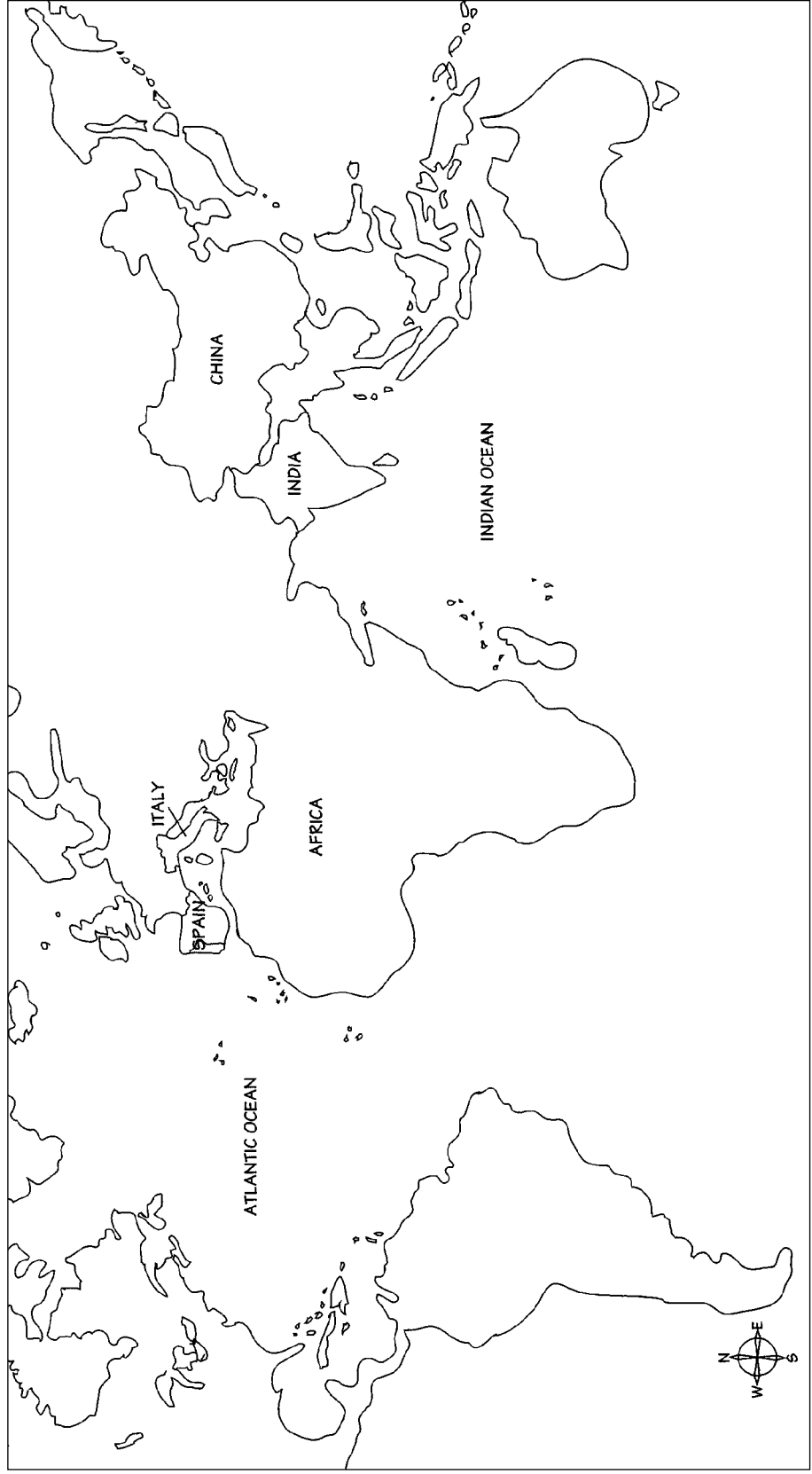
Name: _____

Date: _____

Voyage to the Indies

Make a map or picture of the world that makes clear the following information:

- The overland trade routes from Spain and Italy to India and China;
 - The way Columbus planned to go;
 - The route of the *Santa María* and what actually happened.
- Illustrate your map with sketches of features such as horses and camels, ships, trees, and islanders.

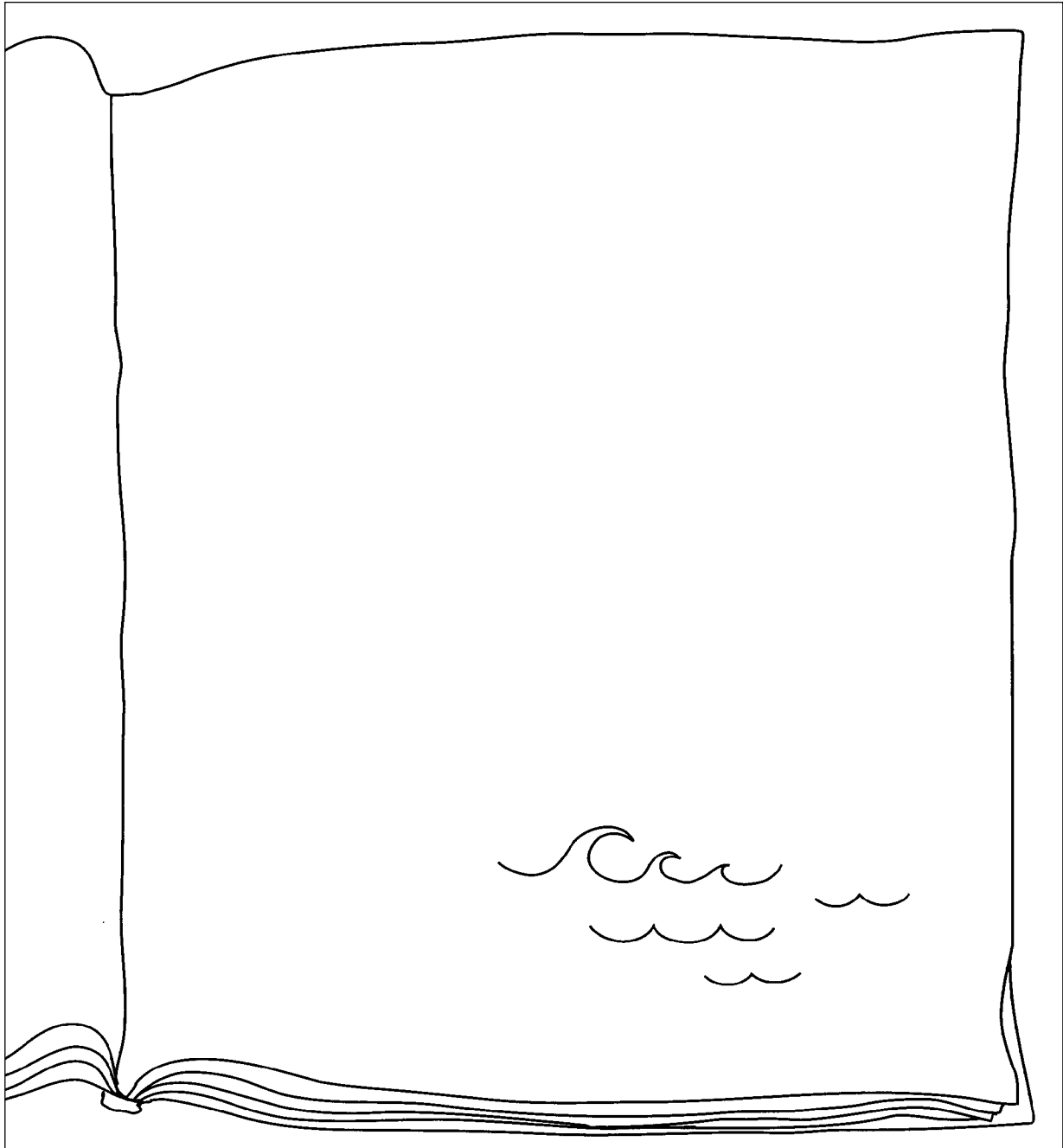


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Fabulous Beasts

Explorers often sketched the wonders they saw in faraway places. Pedro drew some of the birds and other animals he saw on this journey. Make your own drawings of the manatees, tortoises, sea birds, and other creatures the explorers saw. Use an encyclopedia to find out what the animals look like.



Pedro's Journal

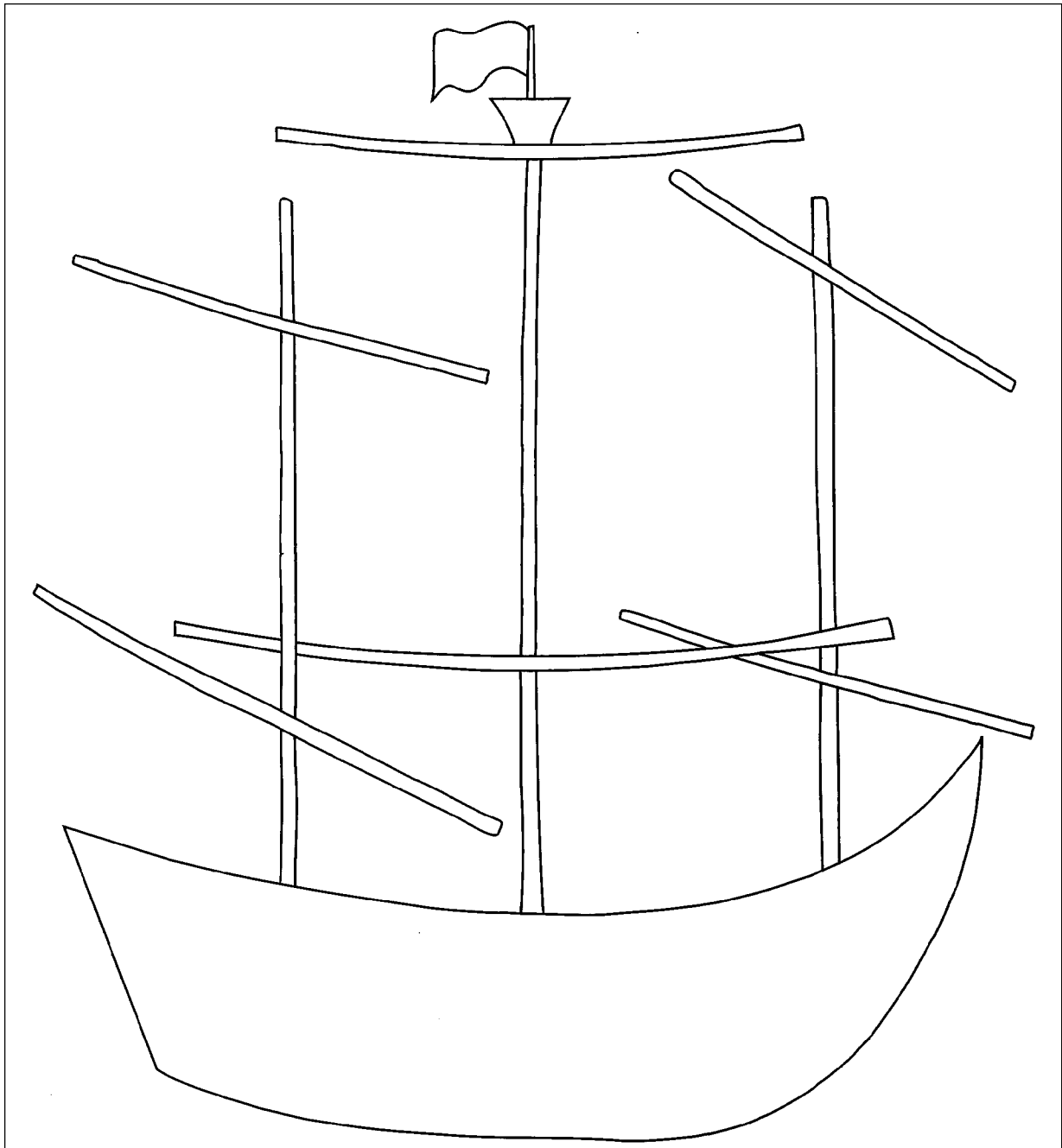
Creative Thinking 2

Name: _____

Date: _____

Life Aboard Ship

Make a chart or poster that shows some details of life aboard the *Santa María*. You can show the sailors on deck, or do a cutout that shows the inside of the ship. You could also draw some tools and supplies and write captions about how they were used. Get information about shipboard life from the story and from the encyclopedia.



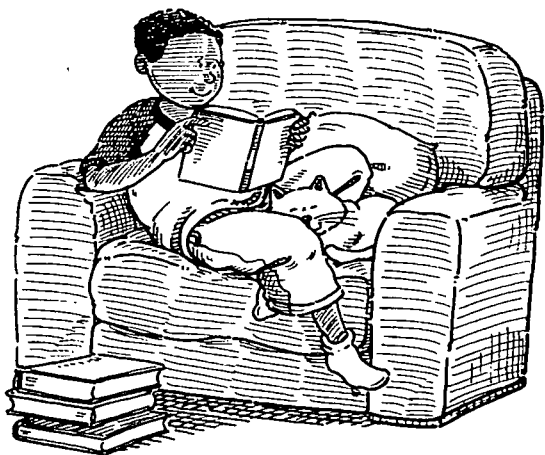
Pedro's Journal

Creative Thinking 3

Vocabulary- Building Bookmark

by Beverly Jones and Maureen Lodge

Write the title of your book and
draw a picture. Cut out the bookmark.
As you read your book, write new
words on the lines



Name _____

Book Title _____

