



Under the Home

First Grade History Lesson Guide Printout

Stories of Great Americans for Little Americans by Edward Eggleston

Learn from the Masters

FIRST GRADE HISTORY GUIDE

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Lesson 1 Guide: The First Governor in Boston

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Chapter one describes the plight of European settlers that came to America. The settlers failed at growing corn and other crops on the new lands. Their governor, John Winthrop, sent a ship to get food for the people, but the ship did not return. The settlers began to starve. Finally, the ship arrived carrying supplies to feed the starving people. A man, angry with the situation, sent a letter to John Winthrop. Winthrop returned the letter to him, writing, 'I cannot keep a letter that might make me angry.' The man wrote back to Winthrop, writing, 'By conquering yourself, you have conquered me.'

Vocabulary

- **Governor:** A leader or person in authority.
- **Europe:** A continent that encompasses numerous countries including France, Spain, England, and Germany.
- **Europeans:** People from the continent of Europe.
- **Settlement:** A wild place with no people where people establish a new community.
- **Settler:** A person who moves to a wild area that has no people.
- **Boston:** A large city in the northeastern United States.
- **Clam:** A small water creature with a soft, boneless body that lives in a shell with two halves.
- **Mussel:** Like a clam, but with a long, narrow brown or purplish shell.
- **Cross:** Angry.
- **Conquer:** To take control over a place or people.

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Concepts

1. The book you are studying features stories set in a country called the United States of America. Study the map of the United States below. If you live in the United States, find your state on the map.



2. Long ago, people from the continent of Europe traveled across a vast ocean to make their home in the land now known as the United States of America. People came from European countries including France, Spain, England, and Germany. Study the map of Europe below, and find France, Spain, England (UK), and Germany.



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3. The settlers sailed from Europe to the United States in large ships. Find Europe and the United States on the world map below. Follow the red arrow and trace the path the settlers took.



4. When the European settlers arrived, there were already people living on the land, called American Indians. There were many conflicts between the settlers and American Indians over the land.
5. The European settlers had a hard time growing food in the United States, and many people starved to death.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

- Imagine you are a hungry settler.
- Pretend to go the beach and dig up some clams and mussels. Crack open their shells and pry out the soft flesh from inside. Pretend to cook and eat your clams and mussels.
- As you eat the clams, the supply ship arrives. Hop up and down and cheer for the arrival of the ship.

Activity 3: Color the Story

Color the drawings and complete page 4 of 'History Coloring Pages for First Grade.'

Activity 4: Color the Story

Color the drawings and complete page 5 of 'History Coloring Pages for First Grade.'

Review Questions

1. **Where were the European settlers originally from?** The continent of Europe, including the countries of France, Spain, England, and Germany.
2. **Where did the Europeans settle?** In the land that is now the United States of America.
3. **How did the European settlers cross the ocean?** They traveled across the ocean in large ships.
4. **What happened to the corn and crops of the settlers?** They did not grow.
5. **Who was John Winthrop?** The governor of the settlers.
6. **Why did the angry man send John Winthrop a letter?** It took too long for the supply ship to arrive. People did not have food and starved.
7. **Why did John Winthrop send the angry man's letter back?** He did not want to become angry.

Lesson 2 Guide: Marquette in Iowa

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Jacques Marquette, a priest, and Louis Joliet, a fur trader, were the first Europeans to explore the center of the United States. They traveled thousands of miles in canoes across vast lakes and up and down great rivers, including the Mississippi. They met an Indian tribe called the Illinois in what is now the state of Iowa. The Illinois welcomed the Frenchmen and made a feast for them. The Illinois gave Marquette and Joliet gifts including a peace pipe when the Frenchmen departed to continue their river journey.

Vocabulary

- **Iowa:** A state in the middle of the United States.
- **French / Frenchmen:** People from the European country of France.
- **Priest:** An ordained minister of certain churches.
- **Fur Trader:** A person who obtains and sells animals furs.
- **Canoe:** A narrow boat propelled by paddles.
- **Trinket:** A small ornament or item of jewelry that is of little value.
- **Buffalo:** A stout, shaggy wild ox.
- **Tribe:** A distinctive close-knit group of people.
- **Wigwam:** A dome-shaped hut or tent made of wooden poles and animal skins, bark, or other natural materials.
- **Chief:** A leader or ruler of a people or clan.

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Concepts

The United States of America is divided into smaller regions called states. In the story, Marquette and Joliet traveled through the land that became the states of Wisconsin and Iowa.

Find Wisconsin (WI) and Iowa (IA) on the map of the continental United States below. Do you live in or near these states?



Facts about states:

1. There are fifty states making up the United States of America.
2. Each state has its own flag, its own bird, and its own motto.

For example, the motto, flag, bird of New York State are:

1. New York State Motto: Excelsior (Ever Upward)
2. New York State Flag:



3. New York State Bird: Eastern bluebird



Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

- One person play the role of Marquette or Joliet and others play the roles of the friendly Illinois Indians.
- Use a couch or other piece of furniture as your canoe. Climb into your canoe. Be careful! Don't fall in the water! The canoe might tip you into the river if you rock it too much.
- Paddle down the river to meet the friendly Illinois. They welcome you into their wigwam and share their feast.

Activity 3: Color the Story

Color the drawings and complete page 6 of 'History Coloring Pages for First Grade.'

Activity 4: Color the Story

Color the drawings and complete page 7 of 'History Coloring Pages for First Grade.'

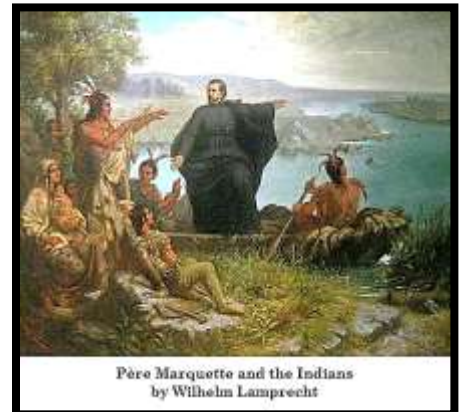
Activity 5: Study the Story Picture

Study the painting of Father Marquette and the American Indians, and find the following:

- Father Marquette.
- American Indians.
- Children

Study the painting, and answer the following:

- Why is Father Marquette dressed in a black robe? (Marquette is a priest.)
- What is Father Marquette standing in? (Marquette stands in a canoe.)
- What is Father Marquette pointing at? (Marquette points down the river, where he will most likely be journeying.)
- What do the American Indian men wear in their hair? (The American Indian men wear feathers in their hair.)



Review Questions

1. **How did Marquette and Joliet travel down the river?** They traveled in canoes.
2. **Why do you think Marquette and Joliet decided to take this journey?** Marquette traveled to share his religion with the American Indians. Joliet traveled to buy furs from the American Indians.
3. **Who did Marquette and Joliet meet on their journey?** They met a friendly American Indian tribe called the Illinois.
4. **What did the Illinois give to Marquette and Joliet?** They gave the men a feast and gifts including a peace pipe.

Lesson 3 Guide: Indian Pictures

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Marquette and Joliet continued their journey down the great Mississippi. They saw pictures of scary monsters painted on high rocks. Some of the American Indians they encountered were not as welcoming as the Illinois. Marquette and Joliet avoided fighting with wary American Indians by showing the peace pipe they received from the friendly Illinois.

Vocabulary

- **Demon:** An evil spirit or devil.
- **Frightful:** Scary.
- **Ceremonial (Peace) Pipe:** A tobacco pipe offered and smoked as a token of peace among North American Indians.
- **Preach:** Publicly state or teach a religious message or belief.

Concepts

In the story, Marquette and Joliet and see pictures of scary monsters painted on high rocks. The drawings on the rocks are examples of American Indian art.

Additional examples of American Indian art include:

1. Baskets woven from wood, pine needles, braided grasses, bark, and roots.
2. Colorful patterned blankets and rugs woven from cotton or wool.
3. Ceramic pottery made from clay, that is shaped and heated and painted.
4. Beadwork, where beads of shells, coral, stones, metals, animal bones, or teeth are sewed on leather or made into jewelry.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Draw the Story

- Draw the scary monster that Marquette and Joliet see painted on the rocks.
- The monster had the following characteristics: 1) horns as long as a deer's, 2) red eyes, 3) an ugly human face, 4) tiger beards, 5) fish scale-covered bodies, and 6) long tails wound round their bodies, the end looking like a fish tail.

Activity 3: Color the Story

Color the drawings and complete page 8 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the painting below, 'Indian Canoe,' and find the following:

- American Indian
- Canoe
- Sandy beach.
- Trees.
- Double-arch rock formation that extends into the water
- Sun



What time of day do you think it is? Do you think it is noon? (Sunrise or sunset, it is not noon, the sun is too low in the sky.)

Do you think it is a windy day or a calm day? Use evidence from the painting to back up your answer. (It is calm. The water in the painting is calm and flat. The wind does not bend the trees.)

Review Questions

1. **How do Marquette and Joliet travel down the Mississippi river?** Marquette and Joliet travel by canoe.
2. **What scary things do Marquette and Joliet see?** Marquette and Joliet see scary monsters painted on rocks.
3. **How do Marquette and Joliet avoid fighting unfriendly American Indians?** Marquette and Joliet show the peace pipe given to them by the friendly Illinois.

Lesson 4 Guide: William Penn and the Lenape Indians

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

The King of England gave William Penn the land of the state of Pennsylvania to rule over. Penn tried to be fair to the American Indians already living on the land. He paid the Indians for the land the settlers wanted to live on. He met with the Indians, and they made a deal to live together in peace. The Indians called Penn, 'Brother Onas', since Penn continued to visit the Indians, even playing games with them.

Vocabulary

- **King:** The male ruler over an area of land.
- **Sash:** A long strip of cloth worn over the shoulder and around the waist.
- **Quarrel:** An angry argument.
- **Beads:** A small piece of glass, stone, or similar material, typically rounded and with a hole to thread them together or to sew onto cloth.
- **Wampum:** Beads made from shells strung together to be worn or used as money.
- **Quill:** A bird feather used for writing.

Concepts

In the story, the Lenape Indians give William Penn a belt of wampum (shell beads). See a picture of the belt of wampum below.



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1. Indians used wampum as money, meaning they exchanged wampum for things they wanted or needed, such as food.
2. In our society, we use dollars and coins as physical money.
3. We also use computer systems to manage electronic money.

Sometimes people barter. They do not use money to get items they want or need.

1. Bartering is exchanging goods or services without money.
2. For example, two farmers might exchange chicken eggs for a bag of flour.
3. A plumber might fix an electrician's kitchen sink in exchange for the electrician fixing the plumber's electrical outlet.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

Play the jumping game like Penn and the Lenape Indians.

- See how far you can jump from a standing position.
- If you are outdoors, see how far you can jump if take a running leap.
- Which way can you jump the farthest?

Activity 3: Color the Story

Color the drawings and complete page 9 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the painting below, 'Treaty of Penn with the Indians,' and find the following:

- The 'great elm tree' that they gathered under.
- The white cloth being offered to the Lenape Indians as part of the peace treaty.
- William Penn (He stands with his arms spread open and can be identified by his black hat, brown suit, and white neck cloth.)

What do you see in the background of the painting? (Houses and buildings, water, trees, clouds, the sky.)

Compare and contrast the clothing worn by the settlers and the Lenape Indians. (Settlers wore hats, suits, and cloaks in somber colors. The American Indians wore brightly colored and patterned clothing, headdresses with red feathers, headbands, armbands, and earrings.)



Review Questions

1. **What did the King of England give to William Penn?** The King gave Penn the land now known as Pennsylvania to rule over.
2. **Who is Brother Onas?** Brother Onas is William Penn.
3. **What did the Lenape Indians give to Penn?** The Lenape Indians gave Penn belt of wampum.
4. **What is wampum made from?** Wampum is made from shell beads.
5. **What game did William Penn play with the Lenape Indians?** They played a game to see who could jump the farthest.

Lesson 5 Guide: One Little Bag of Rice

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

The European settlers that sailed to the United States had a hard time growing crops in the new land. Settlers fished and hunted deer, bears, buffaloes, and other animals for food, but during the times a settler failed to catch enough fish or animals, they went hungry. Some settlers starved to death. Thomas Smith had an idea to solve the problem. He thought rice might grow well in the wet, swampy lands of South Carolina. He planted some rice in South Carolina, and the rice grew. He gave the rice he grew to others so they could also plant rice. Eventually Thomas Smith and his fellow settlers grew enough rice to both feed themselves and to sell to people who lived far away.

Vocabulary

- **Staves:** A wooden plank, sometimes used for making barrels.
- **Seed Rice:** The start of a plant enclosed in a protected outer covering that can develop into a full-grown plant.
- **Sow:** Planting seeds by scattering them over the earth.

Concepts

Facts about rice:

1. Rice is a seed of the grass plant.
2. Rice requires a lot of water to grow.
3. Rice requires a lot people tending the rice so it will grow.
4. There are many types of rice including jasmine rice, basmati rice, wild rice, and forbidden rice.
5. To grow rice, planters must battle weeds and pests including insects, worms, mice, and birds.
6. The water-covered areas that rice is grown in are called 'rice paddies.'
7. When the rice is ready for harvest, the rice stalks are cut and placed into a machine. The machine separates the rice seed from the other plant matter.

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Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

- Sow rice like Thomas Smith.
- First, make some pretend rice. Cut a small piece of paper into pretend grains of rice.
- Next, make your rice paddy. Get a saucer or shallow bowl and put a small amount of water in it. Scatter your seeds in the water and imagine the rice growing into tall stalks of grass.

Activity 3: Color the Story

Color the drawings and complete page 10 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

- Study the picture of growing rice.
- Describe the rice plants. (Tall, green shoots of grass sprouting from the earth.)
- Describe the soil the rice plants grow in. (Very wet and muddy.)



Activity 5: Study the Story Picture

- Thomas Smith grew rice in the state of South Carolina. Find South Carolina (SC) on the map of the United States below.



Review Questions

1. **How did the early settlers get food to eat?** The settlers fished and hunted, but were not very successful growing crops.
2. **Why did the early settlers starve?** At times, the settlers failed to catch enough fish and game to eat.
3. **What was Thomas Smith's great idea?** Thomas Smith wanted to grow rice in South Carolina.
4. **How did Thomas Smith help prevent the people in his community from starving?** Thomas Smith helped others in his community grow their own rice. The people grew enough rice to eat throughout the year, even if they couldn't catch fish or game.

Lesson 6 Guide: The Story of a Wise Woman

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Eliza Lucas tried to grow the indigo plant in South Carolina. Her father gave her some seeds from the West Indies. Eliza's first crop failed due to frost. Her second failed due to cutworms. A bad man ruined her next crop. But Eliza did not give up. She kept trying. Eventually, she learned how to grow the indigo plant in South Carolina. She also helped other people to grow indigo. In a few years, millions of pounds of indigo were being grown, all because Eliza Lucas refused to give up.

Vocabulary

- **Indigo Plant:** A tropical plant used to produce indigo dye.
- **West Indies:** A group of islands south of the US including Cuba, Jamaica, Bahamas, and the Virgin Islands.
- **Cutworm:** A moth caterpillar that eats through the stems of plants at ground level.
- **Spoil:** Diminish or destroy the value of something.

Concepts

The indigo plant is used to produce a dye called indigo..

Facts about indigo:

1. Indigo is a dye, which is a substance used to change the color of other things.
2. Indigo is a dark blue colored dye.
3. Indigo is used to dye cloth blue. It is used to give blue jeans their blue color.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

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Activity 2: Explore the Story

Experiment with dye by dyeing strips of paper.

- Cut long, rectangular strips of white paper.
- Dress in old clothes, or cover your clothes to prevent them from being ruined by the dye.
- Use food dye, water color paints (use a paintbrush to transfer the color from the palette to the water), or berries (crush and filter through a fine sieve) as your source of dye. Dissolve your dyes in glasses of water.
- Dip the pieces of paper into the colored water to dye them.
- What happens when you dip one piece of paper into multiple colors of water?

Activity 3: Color the Story

Color the drawings and complete page 11 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the picture of the plant used to make indigo.

- Describe the plant. (Green leaves, cones of small pinkish-purple flowers.)
- Look at the leaves, from which the blue indigo dye is derived. What shape are the leaves? (Oval.)
- Look at the leaves again. Note how other than the leaf at the end of each stem, each leaf has a partner attached to the stem directly across from it.



Activity 5: Map the Story

Eliza Lucas' father brought her indigo plant seeds from the West Indies (Caribbean). Find the following Caribbean countries on the map below:

- Jamaica
- Cuba
- Haiti
- Dominican Republic
- Puerto Rico
- The Bahamas
- Virgin Islands



Review Questions

1. **Where did Eliza Lucas try to grow indigo plants?** Eliza Lucas tried to grow indigo plants in South Carolina.
2. **Where did Eliza Lucas get the indigo plant seeds?** Eliza Lucas procured the seeds from her father.
3. **Why did Eliza Lucas' early indigo crops fail?** Eliza's indigo crops were ruined by frost, cutworms, and a bad man.
4. **How did Eliza Lucas eventually succeed in growing the indigo plant?** Eliza Lucas kept trying and did not give up.

Lesson 7 Guide: Benjamin Franklin - His Own Teacher

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Benjamin Franklin was a poor boy. He had to work selling soap and candles and could not go to school after he was ten years old. He taught himself by reading many books and observing people around him. He also learned to print books. He read so many books, he knew many things.

Vocabulary

- **Candle:** A block of wax with a central wick that is lit on fire to produce light.
- **Wick:** A strip of material up which liquid fuel is drawn to the flame in a candle, lamp, or lighter.
- **Mold:** A hollow container used to shape hot liquid material when it cools and hardens.
- **Carpenter:** A person who makes and repairs wooden objects and structures.
- **Mason:** A builder and worker in stone.

Concepts

Benjamin Franklin sold candles as a boy. Candles have been made for thousands of years all around the world. People used candles to make light during the night.

Information about candles:

1. Candlemakers make candles from many things including cow fat, sheep fat, whale fat, beeswax (made by honey bees), and paraffin wax (from oil or coal).
2. Candlemakers add scents to candles such as vanilla, rose, lavender, or pine fragrance oils to generate a pleasant smell as candles burn.
3. Today, in the United States, most people have electric lights. People still often use candles for ceremonial purposes, for decoration, or to generate a pleasant smell.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Draw the Story

- Look at the picture of the candles below and draw them.



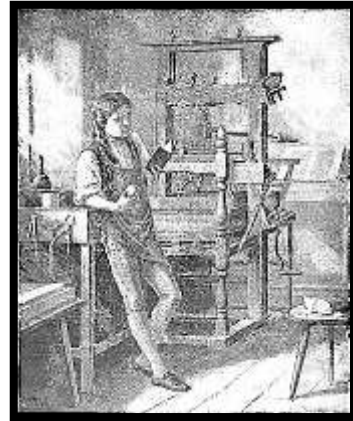
Activity 3: Color the Story

Color the drawings and complete page 12 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the picture of Benjamin Franklin.

- What is Benjamin Franklin doing? (He is reading a book, holding an apple, and leaning against a table.)
- Describe Benjamin Franklin's clothing. (He wears a work apron over a loose shirt, tight pants, and slip on shoes.)
- Describe Benjamin Franklin's hair. (His hair is longer than shoulder-length, probably in accordance with the style of the times.)
- See if you can find the following items: Funnel, pliers, three-legged table, and crank handle.



Review Questions

1. **Why couldn't Benjamin Franklin go to school as a young boy?** He was poor and had to work to survive.
2. **What did Benjamin Franklin do for work?** He sold candles and soap.
3. **How did Benjamin Franklin learn so many things?** He learned by reading many books.

Lesson 8 Guide: How Benjamin Franklin Found Out Things

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Benjamin Franklin learned things by watching the world. Franklin wondered whether ants talked to one another. He used a nail and a string to tie a jar to the ceiling which contained molasses and one ant. The little ant ate some molasses and left the jar. When the ant returned in half an hour, many ants came with him.

Vocabulary

- **Molasses:** A sweet, thick, dark brown syrup obtained from raw sugar.
- **Greedy:** Keeping something all for yourself. Not sharing with others.
- **Swarm:** A large group of insects.
- **Feelers:** Antennae used for touching things or searching for food.
- **Colony:** A group of animals or plants living close together or forming a physically connected structure.

Concepts

When an ant finds food, how does the ant tell other ants where the food is?

- Scout ants leave their colony to search for food.
- Ants 'smell' food using their antennae.
- The scout ant wanders randomly, searching for food with their antennae.
- Ants leave a chemical trail behind them as they walk.
- When an ant wants to return home to the colony, the ant follows the chemical trail back.
- A scout ant finding food takes some back to the colony. The other ants sense the food, and follow the scout ant's chemical trail to the food source.

Source: <https://www.quora.com/How-do-ants-sense-food>

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Draw the Story

- The photo shows two ants communicating.
- Study and sketch a copy of the photo

Activity 3: Color the Story

Color the drawings and complete page 13 of 'History Coloring Pages for First Grade.'

Activity 4: Act Out the Story

Pretend to be an ant leaving your colony to search for food.

- Leave a trail behind you as you search for food. Perhaps leave a trail of Legos, nuts, coins, or dried beans.
- When you find food, take a little of the food with you and follow your trail back to your colony.
- Have another 'ant' follow your trail back to the food.



Review Questions

1. **What did Franklin want to know about the ants?** Franklin wanted to know whether ants communicate with one another.
2. **What did Franklin do with a jar of molasses?** Franklin placed an ant in the jar with the molasses and tied the jar to the ceiling.
3. **What did the little ant in the jar of molasses do?** The ant ate some molasses, left the jar, and crawled up the string and over the ceiling.
4. **What happened after the little ant left the jar and went back its colony?** The ant communicated to the other ants about the food, and the other ants followed his chemical trail back.

Lesson 9 Guide: Benjamin Franklin Asks the Sunshine Something

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

A woman remarked to Benjamin Franklin that coffee in a coffee pot cools more quickly if the pot is dull or dark. Franklin tested whether dark things cool more quickly than bright things. Franklin spread a white cloth on the snow. Next, he spread a black cloth next to the white cloth. Franklin waited and observed that the snow under the black cloth melted much sooner than the snow under the white cloth.

Vocabulary

- **Coffee Pot:** A covered container with a spout, in which coffee is made or served.
- **Heat:** The quality of being hot; high temperature. To make or become hot or warm.
- **Cool:** Of or at a fairly low temperature. Become or cause to become less hot.
- **Sunshine:** Direct sunlight unbroken by cloud, especially over a comparatively large area.

Concepts

When Franklin covered the snow with black and white cloths and measured how fast the snow melted, he performed a scientific experiment.

Facts about experiments:

1. An experiment is a scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact.
2. A hypothesis is a guess of what will happen.
3. Franklin hypothesized that the snow under the black cloth would melt faster than the snow under the white cloth.
4. The result of Franklin's experiment supported his hypothesis.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Test the Story

- Recreate Franklin's black cloth and white cloth experiment.
- If snow is unavailable, use ice cubes or other frozen items in the place of snow.
- On a sunny day, place two ice cubes outside directly in the sunlight.
- Place a black cloth over one ice cube and a white cloth over the other.
- Make a hypothesis and guess which ice cube will melt fastest.
- Check the ice every few minutes.
- Was your hypothesis correct? Which ice cube melts fastest and why?

Activity 3: Color the Story

Color the drawings and complete page 14 of 'History Coloring Pages for First Grade.'

Review Questions

1. **What did Franklin spread out on the ground?** He spread two cloths on the ground, one white and the other black.
2. **Which melted faster, the snow under the black cloth or the snow under the white cloth?**
The snow under the black cloth.
3. **Why did the snow under the black cloth melt more quickly?** Dark things cool and heat more rapidly than light things.

Lesson 10 Guide: Benjamin Franklin and the Kite

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

In Franklin's time, people did not have electric lights and electrical outlets. They used candles. People did not know much about lightning and thunder. Benjamin Franklin was curious. He conducted an experiment involving lightning and electricity. He made a kite with a wire lightning rod at its top to attract the lightning. He attached a kite to one end of a string and a key to the other end. Franklin flew the kite in a lightning storm and held his knuckle to the key. A tiny spark flashed between his knuckle and the key. Franklin captured the energy from the lightning into a special bottle. He also brought lightning into his house to ring bells and perform other tasks.

Vocabulary

- **Lightning:** A bright flash of electricity produced during a storm.
- **Thunder:** A loud rumbling or crash heard after a lightning flash.
- **Electricity:** Phenomena associated with the flow of electric charge.

Concepts

Facts about lightning:

1. Lightning bolts hit the earth constantly - about one every second.
2. Lightning hits people every year. Some lightning strikes are fatal.
3. Lightning occurs during thunderstorms, volcanic eruptions, dust storms, snow storms, forest fires, and tornadoes.

Source: <http://www.sciencekids.co.nz/sciencefacts/weather/lightning.html>

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 15 of 'History Coloring Pages for First Grade.'

Activity 3: Study the Story Picture

Study the painting, 'Benjamin Franklin Drawing Electricity from the Sky,' and find the following:

- Benjamin Franklin
- Clouds
- Angelic assistants
- Angel dressed as an American Indian
- Key
- Spark jumping from the key to Franklin's knuckle
- Lightning bolt



Review Questions

1. **What did Benjamin Franklin make to catch lightning?** Franklin made a kite.
2. **What did Benjamin Franklin tie onto the string?** Franklin tied a kite and a metal key to the string.
3. **When Benjamin Franklin brought lightning into his house, what did he use it for?** Franklin used the lightening to ring bells.

Lesson 11 Guide: Benjamin Franklin's Whistle

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Benjamin Franklin wrote a letter about something that happened to him as a boy. This poem tells that story in rhyme. In the poem, Franklin sees a boy happily blowing a whistle. Overcome with longing for the whistle, Franklin buys the whistle for all his pennies. He pays more than he would have in a store. Was it worth it?

Vocabulary

- **Penny:** A one-cent coin.
- **Stroll:** Walk in a relaxed way.
- **Burst:** Break apart violently and spill the contents.
- **Whistle:** A clear, high pitched sound. A device that produces a whistle.
- **Foolish:** A person lacking good judgment.
- **Pleasure:** A feeling of happy satisfaction.
- **Price:** The amount of money something costs.

Concepts

In the US, there are several types of coins currently in circulation.

1. Pennies are worth one cent.
2. Nickels are worth five cents.
3. Dimes are worth ten cents.
4. Quarters are worth twenty-five cents.
5. Half dollars are worth fifty cents.
6. Dollar coins are worth one hundred cents.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Draw the Story

- Obtain a penny, nickel, dime, and quarter.
- Trace each coin twice on a piece of paper.
- Study the front and back of each coin. Copy the designs onto the circles you traced.
- Write the number of cents that each coin represents next to your circles (e.g. 1, 5, 10, and 25).

Activity 3: Color the Story

Color the drawings and complete page 16 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the picture below of Benjamin Franklin as a boy, and find the following:

- Benjamin Franklin
- Whistle
- Dog



Review Questions

1. **What does Franklin hear as he walks down the street?** Franklin hears a boy blowing a whistle.
2. **Why does Franklin give the boy more pennies than a store would charge for the whistle?** Franklin wants the whistle immediately. He does not want to wait.
3. **Do you think it was worth it for Franklin pay more to get the whistle immediately versus waiting and paying less?** Answers vary.

Lesson 12 Guide: John Stark and the Abenaki Indians

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

The Abenaki Indians captured John Stark while he trapped and hunted in the woods. The Abenakis brought Stark to their camp, and made him run the gauntlet. Stark had to run through two lines of Abenakis who hit him with clubs. Stark grabbed one of the clubs from the Abenakis and hit the Abenakis back. The Abenakis respected his bravery. Eventually a ransom was paid to the Abenakis to free Stark.

Vocabulary

- **General:** A commander of an armed force, or a military officer of very high rank.
- **Brave:** Showing courage. Ready to face and ensure danger and pain.
- **Prisoner:** A person captured and kept confined by an enemy or opponent.
- **Club:** A heavy stick with a thick end that is used as a weapon.
- **Warrior:** A brave or experienced soldier or fighter.
- **Hoe:** A long-handled gardening tool with a thin metal blade, used mainly for weeding and breaking up soil.
- **Ransom:** A sum of money or other payment demanded or paid for the release of a prisoner.

Concepts

The Abenaki Indians originally lived in what is now the New England states of Vermont, New Hampshire, and Maine. When the European settlers came, many Abenakis fled to Canada.

Find the country of Canada and the states of Vermont, New Hampshire, and Maine on the map below:

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Facts about the Abenakis:

1. The pronunciation of Abenaki is AH-buh-nah-kee.
2. Abenaki means 'people of the dawn.'
3. The Abenakis lived in lodges, wigwams, or longhouses. Lodges are huts. Wigwams are domes made of wooden poles, animals skins, and/or bark. Longhouses are multiple-family dwellings.
4. Abenaki women farmed, cooked, and took care of children.
5. Abenaki men hunted and fought to protect their families.
6. Today, the Abenaki Indians live in Canada and New England, but have no recognition from the United States government.

Source: http://www.bigorrin.org/abenaki_kids.htm

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

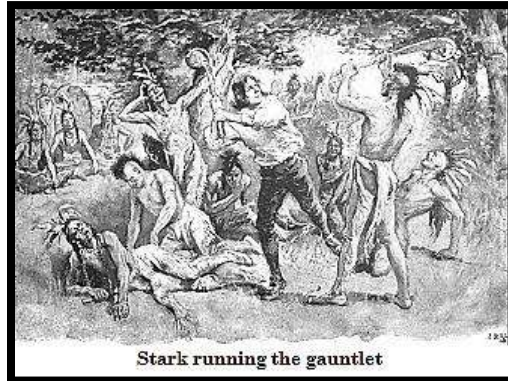
Color the drawings and complete page 17 of 'History Coloring Pages for First Grade.'

FIRST GRADE HISTORY GUIDE

Activity 3: Study the Story Picture

Study the picture below of John Stark running the gauntlet.

- What is Stark holding? (A club that he's taken from an Abenaki Indian.)
- What is he doing with the club? (Hitting the Abenakis.)
- Given the sad expressions on their faces and/or the fact that they have fallen to the ground, how many Abenakis has Stark already hit? (We can see six hurt Abenakis, and Stark is battling a seventh.)



Review Questions

1. **Why was John Stark in the woods?** He was trapping and hunting animals.
2. **Why did the Abenakis respect John Stark, even though he was their prisoner?** As he ran the gauntlet, he took a club and hit the Abenakis back.
3. **Why did the Abenakis release John Stark?** They received a ransom for his release.

Lesson 13 Guide: A Great Good Man

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Unlike many cruel schoolmasters of his time, Anthony Benezet treated children kindly. He wrote books against slavery, spoke up for the American Indians, and was kind to the poor. He helped to house and feed the French Acadians, who were forced from their island homes by the English. He also spoke with a British general on behalf of a washerwoman who had lost her home to the British army. The general agreed to give the woman her home back so she could do her washing and earn a living. When Anthony Benezet passed away, people from all walks of life, rich and poor, black and white, came to recognize him as a great good man.

Vocabulary

- **Soldier:** A person who serves in an army.
- **Lawmaker:** A person who writes the laws, or rules, of the land.
- **Invention:** A new process or device that solves a problem or provides a service.
- **Schoolmaster:** A male teacher in a school.
- **Revolution:** The overthrow of an existing government to form a new system.

Concepts

In the story, Anthony Benezet helped many different types of people. One way people can help others is through volunteer work.

Facts about volunteer work:

1. A volunteer is someone who freely offers to do something beneficial for their community or their country.
2. Volunteers are not paid with money, but are rewarded with the satisfaction of helping other people and being useful and good.
3. Volunteers may help an existing organization or start their own organization.
4. Spring water under pressure may flow quickly from under the ground, making cold springs appear to boil, even though the spring water is cold.

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Examples of organizations with volunteers include:

1. Habitat for Humanity, which builds houses for the homeless.
2. The Humane Society, which houses, feeds, and finds families for homeless animals.
3. The American Red Cross, which helps people who suffer from disasters.
4. The Salvation Army, which does many things including helping to provide for people's basic needs.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

Be like Anthony Benezet. Do three kind things for other people this week. For example:

- Help your sibling clean their room.
- Write a nice email to a relative.
- Draw a special picture for a family member.
- Say something nice to a friend.

Activity 3: Color the Story

Color the drawings and complete page 18 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the picture of Anthony Benezet below.

- What is Benezet doing? (Teaching children from a book.)
- Who is Benezet teaching? (Two small children. Their skin color is significant since in Benezet's time, many black people were enslaved, educating black children was discouraged, and in some states educating black children was even illegal. Benezet was anti-slavery and founded a school for black children in Philadelphia.)
- What else do you see in the picture? (A table, paper, another book. ink and quills, something framed on the wall, and trees outside.)



Review Questions

1. **How was Anthony Benezet different than other schoolmasters of his time?** Anthony Benezet did not beat his students. He was kind to his students.
2. **How did Anthony Benezet help the washerwoman?** Anthony Benezet spoke to the British General on the washerwoman's behalf to get her house back.
3. **What happened at Anthony Benezet's funeral?** Many types of people from different walks of life came to recognize the great, good man.

Lesson 14 Guide: Israel Putnam and the Wolf

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

People in Connecticut had a problem. Wolves were killing their sheep. Hunters caught many wolves and killed them, but one old wolf evaded capture. That wolf loved to kill, slaughtering seventy sheep and goats in one night. Israel Putman and his friends hunted the wolf. They tracked the wolf to a dark cave. They sent dogs into the cave, but the wolf bit the dogs and drove them out. The men started a fire and burned brimstone in the cave, but the smoke and smell did not drive the wolf out. Israel Putnam crawled into the cave and shot the wolf dead. Now the sheep would have some peace.

Vocabulary

- **Hunter:** A person or animal who pursues and kills other animals.
- **Trap:** A device designed to catch and retain animals.
- **Track:** A mark left by a person, animal, or vehicle in movement.
- **Brimstone:** A yellow-green solid with a pungent rotten egg odor. Also known as sulfur.
- **Birchbark:** The bark of the North American paper birch, used by the American Indians to make canoes and containers.

Concepts

Facts about caves:

1. A cave is a large, underground chamber.
2. Caves often form in hillsides or cliffs.
3. Caves form when rock breaks down due to weathering.
4. The cave with the most explored passages in the world is Mammoth Cave in Kentucky. It has 405 miles of passages.

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Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

- Create a cave with items such as tables, chairs, and blankets.
- Have one person go in the cave to play the role of the wolf.
- Have another person play the role of Israel Putnam. Enter the cave and bring the wolf out.

Activity 3: Color the Story

Color the drawings and complete page 19 of 'History Coloring Pages for First Grade.'

Activity 4: Map the Story

The tale takes place in the state of Connecticut. Find Connecticut (CT) in the map below.

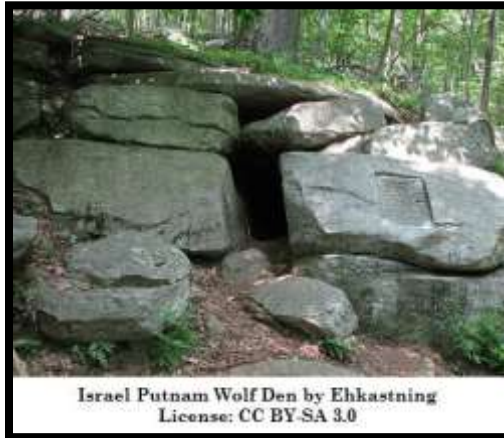


FIRST GRADE HISTORY GUIDE

Activity 5: Study the Story Picture

In the story, Israel Putnam went inside a cave after a wolf.

- See below the very cave Israel Putnam went inside. Imagine crawling inside the dark, deep cave, where a wolf waits to bite you.
- Would you have gone inside the cave after the wolf?



Israel Putnam Wolf Den by Ehkastning
License: CC BY-SA 3.0

Review Questions

1. **What happened to the sheep in Connecticut?** An old mother wolf slaughtered the sheep.
2. **What did Israel Putnam and his friends track?** Israel Putnam and his friends tracked the wolf that was slaughtering the sheep.
3. **Where did they find the old wolf?** Israel Putnam and his friends found the wolf in a cave.
4. **How was Israel Putnam brave?** Israel Putnam went inside the cave after the wolf. He killed the wolf and brought its body back out.

Lesson 15 Guide: George Washington and His Hatchet

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

This poem overviews significant events in the life of George Washington, the first President of the United States. The poem overviews a story about Washington as a boy. Washington used a hatchet to 'hack' his father's cherry tree. When his father confronted him, Washington said, 'I cannot tell a lie. I cut the tree.' The poem then tells of an adult Washington fighting to 'hack and whack' against the British until the United States of America gained independence.

Vocabulary

- **Hatchet:** A small ax with a short handle for use in one hand.
- **Hack** Cut with rough or heavy blows.
- **Lie:** An intentionally false statement.
- **True:** Accurate, in accordance with fact.

Concepts

In the story, George Washington, first President of the United States, tells the truth when his father confronts him about hacking at a cherry tree with a hatchet. George Washington admits he did it and says, 'I cannot tell a lie.'

Have you ever heard the story of the 'Boy Who Cried Wolf?'

1. A little boy watching sheep becomes bored and yells to the townspeople a wolf is attacking the sheep.
2. The little boy told a lie. He did not tell the truth. There was no wolf attacking the sheep.
3. The people came running. They are very angry when they realize they were tricked by the boy.
4. The boy pulls the same trick again and lies about a wolf. Now the people no longer trust to boy to tell the truth.
5. When a wolf attacks, the boy tells the townspeople, but they do not believe the boy and the wolf kills the sheep.

It is very important to tell the truth, or people will not trust you, respect you, or believe you when you really need them to.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

Read the statements below and say whether they are the truth or a lie.

- A little boy watching sheep becomes bored and yells to the townspeople a wolf is attacking the sheep.
- The little boy told a lie. He did not tell the truth. There was no wolf attacking the sheep.
- The people came running. They are very angry when they realize they were tricked by the boy.
- The boy pulls the same trick again and lies about a wolf. Now the people no longer trust the boy to tell the truth.
- When a wolf attacks, the boy tells the townspeople, but they do not believe the boy and the wolf kills the sheep.

Activity 3: Color the Story

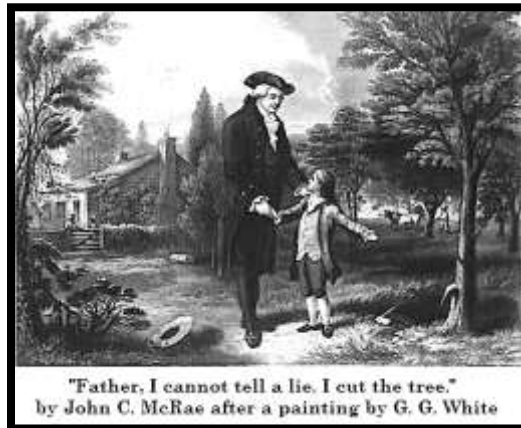
Color the drawings and complete page 20 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the below painting of George Washington and his father, and find the following:

- George
- George's father
- Cherry tree
- Where the cherry tree is cut
- Hatchet

What other things do you see in the picture?



Review Questions

1. **What does little George Washington do with his hatchet?** He hacks and whacks a cherry tree.
2. **Does George Washington tell the truth or does he lie when his father confronts him about the damaged cherry tree?** He tells the truth.
3. **When George Washington grows up, how does he continue to hack and whack?** He hacks and whacks, drives the British army away, and liberates the United States of America.

Lesson 16 Guide: How Benny West Learned to be a Painter

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

As a boy, Benny West loved to draw. He drew his baby niece when she smiled. The American Indians that lived near his house taught Benny how to make his own paints from plant juices. Benny made paintbrushes with hairs from his cat's tail. When a cousin sent him a box of paints, brushes, and engravings, Benny was thrilled. He loved painting so much, he forgot to do his work and skipped school to paint. Benny went to Philadelphia to study art, traveled to Italy to study master painters, and eventually moved to England, where he became a famous painter. If you look back to Chapter 4 ('Treaty of Penn with the Indians') and Chapter 10 ('Benjamin Franklin Drawing Electricity from the Sky') of your history lessons, you will find two paintings by Benny West.

Vocabulary

- **Pokeberries:** The reddish, poisonous berries of the pokeweed plant.
- **Engraving:** The process or art of cutting or carving a design on a hard surface, especially to make an engraved plate or block.
- **Garret:** A top-floor or attic room.
- **Vexed:** Annoyed, frustrated, angry, or worried.
- **Truant:** A student who skips school without permission.

Concepts

In the story, Benny West traveled to Italy to study master painters.

Facts about Italy:

1. Italy is a country in the continent of Europe.
2. Italy is shaped like a boot.
3. Use your finger or your mouse cursor to trace the border of the tipped forward boot with a heel below.

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4. There are many famous Italian painters, including some that we've studied in Art History, including Raphael and Botticelli.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Paint the Story

- Paint a picture of a baby in a cradle, just like Benny.
- See below a picture of a baby for reference.



Activity 3: Color the Story

Color the drawings and complete page 21 of 'History Coloring Pages for First Grade.'

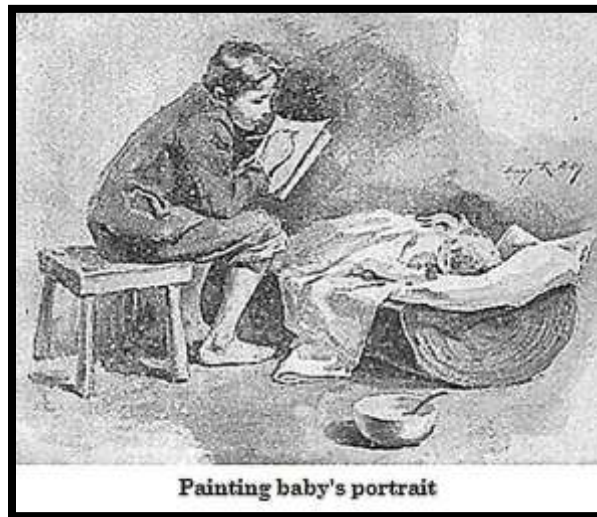
FIRST GRADE HISTORY GUIDE

Activity 4: Study the Story Picture

Study the below picture of Benny West painting his niece, and find the following:

- Benny
- Baby
- Cradle
- Paintbrush
- Sketchbook
- Stool
- Bowl
- Utensil
- Blanket

What do you think the cradle is made from? (It appears to be made from a section of a hollowed-out tree trunk.)



Painting baby's portrait

Review Questions

1. **What is one of the first things Benny drew?** Benny first drew his baby niece.
2. **How did Benny learn to make paints from plants?** Benny learned to make paints from the Indian that lived near him.
3. **What did Benny use to make paintbrushes?** Benny used hairs from his cat's tail.
4. **Why did Benny move to Philadelphia and travel to Italy?** Benny moved to Philadelphia and traveled to Italy to study art.

Lesson 17 Guide: George Washington's Christmas Gift

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

George Washington and his men warred with a larger, stronger British army and were defeated in New York. Washington retreated to New Jersey and crossed the Delaware River. The Hessian soldiers hired by the British were on the other side of the river from Washington in Trenton, New Jersey. The Hessians were waiting for the river to freeze so they could march over the ice and fight Washington. Washington decided to attack them first. He waited until Christmas, when the Hessians would eat and drink and make merry until late in the night. The Hessians awoke Christmas morning to the sound of Washington's drums. The Hessians tried to fight, but it was too late. Washington took their cannons and won the battle of Trenton.

Vocabulary

- **Hessian:** A German mercenary serving in the British forces during the American Revolution.
- **Mercenary:** A professional soldier paid to serve in a foreign army.
- **Trenton:** The capital city of the US state of New Jersey.
- **Drums (War):** A drum beaten as a summons to war and to communicate other messages.

Concepts

In the story, on Christmas morning, Washington woke the Hessians with the sound of drums, calling them to battle. In the Revolutionary War, the army used drummer boys.

Facts about drummer boys and military communication:

1. Until the 1800s, it was common to recruit young boys to drum on the battlefield.
2. Those boys were called 'drummer boys.'
3. The drummers played different beats or patterns to communicate to the troops, including when it was time for dinner or when it was time to fight the enemy.
4. Drums in war were replaced by the bugle. The bugle was replaced by the radio. Today, militaries communicate using radios, phone landlines, cell phones, the Internet, and satellite communications.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Act Out the Story

- Pretend to be a drummer boy for Washington's Army.
- Using your hands as drumsticks and a table as your drum, create at least three unique beats to signal different things.
- For example, a fast beat might mean it is time to eat lunch and a slow beat might mean you need to get a drink of water.



Activity 3: Color the Story

Color the drawings and complete page 22 of 'History Coloring Pages for First Grade.'

Activity 4: Color the Story

Color the drawings and complete page 23 of 'History Coloring Pages for First Grade.'

Activity 5: Study the Story Picture

Study the picture below of Washington crossing the Delaware River to fight the Hessians in Trenton.

- Find George Washington (the man standing in the nearest boat with his foot up).
- There is one other man standing in Washington's boat. What is he holding? (An American flag.)
- How do you know from the river that it is winter in the painting? (There is ice in the river.)
- What is the man at the front of the boat doing? (Using his foot/oar to push ice out of the way and clear a path for the boat through the water.)

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Activity 6: Map the Story

In the chapter, it mentions fighting in the states of New York and New Jersey. Find New York (NY) and New Jersey (NJ) on the map below.



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Activity 7: Map the Story

Study the map of New Jersey below.

- The Delaware River drains into the Delaware Bay and the Atlantic Ocean. Find the outlet of Delaware River (labeled 'Delaware Riv.' in blue).
- Trace the river up to the red star marking Trenton, capital city of New Jersey. Note that the river runs along the border of New Jersey, dividing it from Pennsylvania.



Review Questions

1. **Why did Washington's army leave New York?** Washington's army was defeated in battle and had to retreat.
2. **Why did Washington attack the Hessians on Christmas morning?** The Hessians had been up late the night before, drinking and celebrating. They were not expecting Washington's attack.
3. **Why was the fight called 'The Battle of Trenton?'** The battle took place in the city of Trenton.
4. **Who won The Battle of Trenton?** Washington's Army defeated the Hessians.
5. **The title of this chapter is 'Washington's Christmas Gift.' Who received the gift? Would you want a similar gift?** The Hessians received Washington's gift of a defeat. You probably would not want this Christmas gift.

Lesson 18 Guide: How George Washington Got out of a Trap

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

After winning the battle of Trenton, George Washington and his men rowed back across the Delaware River. Washington received additional soldiers, but not enough to fight the British general, Cornwallis, who marched to Trenton with his troops. Cornwallis had even more soldiers coming from Princeton, New Jersey. Cornwallis said, 'I will catch the fox in the morning,' and thought he had caught the fox (George Washington) in a trap. The night before Cornwallis planned to attack, Washington lit campfires and directed his men to make digging sounds where the British could hear them. Washington's army snuck around Cornwallis and marched to Princeton, where they defeated the soldiers on their way to join Cornwallis. After their victory, Washington and his troops slipped into the hills where Cornwallis could not find them. The fox had escaped the trap.

Vocabulary

- **Battle:** A sustained fight between large, organized armed forces.
- **Creek:** A small stream.
- **Campfire:** An open-air fire in a camp.
- **Trap:** A situation where people lie in wait to make a surprise attack.

Concepts

In the story, Washington sneaks around Cornwallis in Trenton and attacks the additional British soldiers marching from Princeton to help Cornwallis.

Study the map showing part of New Jersey.

Trace Washington's route from Trenton to Princeton.

- Find the city of Trenton. Trenton is circled in purple and marked by a big red star.
- Trace the black arrow to the town of Princeton.

FIRST GRADE HISTORY GUIDE



Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Model the Story

Using Legos, blocks, or figurines, model the landforms, the troops, and the troop movements from the story:

- Model three groups: Washington's troops, Cornwallis' troops, and Cornwallis' reinforcement troops marching from Princeton.
- Model two landforms: the river and the hills.
- March Washington's troops around Cornwallis to attack and defeat the reinforcement soldiers coming from Princeton.
- March Washington's troops to the hills.

Activity 3: Color the Story

Color the drawings and complete page 24 of 'History Coloring Pages for First Grade.'

Activity 4: Study the Story Picture

Study the picture below of Washington battling Cornwallis' reinforcements at Princeton, and find the following:

- British Soldiers (in red)
- American Soldiers (in blue)
- George Washington (the closest man on a horse)
- American Flag
- British Flags

In the center of the painting wearing blue and gold, American general, Hugh Mercer, holds a sword defiantly over his head as the British strike at him. He is mortally wounded in the battle.

FIRST GRADE HISTORY GUIDE



Review Questions

1. **Why did Washington order his men to light fires and dig where the British could hear them?** Washington wanted to fool the British into thinking the American troops planned to fight the British in the morning.
2. **Describe the trap that Cornwallis set for Washington. Cornwallis, his troops already outnumbering Washington's, had even more soldiers coming from Princeton.**
3. **What did Washington do to evade a certain loss to Cornwallis?** Washington and his troops snuck around Cornwallis' army, marched to Princeton, and defeated the soldiers coming to join Cornwallis.
4. **What did Washington do after winning at Princeton?** Washington and his army retreated up into the hills, where Cornwallis could not find them.

Lesson 19 Guide: Washington's Last Battle

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Near the end of the Revolutionary War, two British armies remained in America, Cornwallis' troops in Virginia and another force in New York. Washington lacked enough soldiers to take New York, so he pretended to ready for battle in New York while marching to Yorktown, Virginia. France had sent ships and soldiers to help the Americans. This time, Washington had enough men to defeat Cornwallis. With only one army remaining, the British gave up and sailed home to England. The Revolutionary War was over. America was free at last.

Vocabulary

- **Yorktown:** A village in southeast Virginia.
- **Cannon:** A large gun, often mounted on wheels, that fires heavy metal balls.
- **Enemy:** A person or nation that is opposed or hostile to someone or something else.
- **Peace:** Quiet and tranquility. Freedom from war and disturbance.

Concepts

In the story, Washington's troops pretend to ready for battle against the British in New York and instead march to Virginia to fight Cornwallis.

See below a map showing Washington's land journey from New York to Virginia, and trace the route with a mouse cursor or your finger.

1. Find Dobbs Ferry, New York.
2. Trace the solid blue arrows to Yorktown, Virginia.
3. What states did Washington and his troops march through?
4. Note that Washington and the French attacked Cornwallis both by land and by sea (dotted red and blue arrows).

FIRST GRADE HISTORY GUIDE



Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 25 of 'History Coloring Pages for First Grade.'

Review Questions

1. **Why did Washington fake break and build roads for cannons to New York?** To fool the British into thinking Washington planned attack New York.
2. **What did Washington do instead of attacking New York?** Marched to Virginia to attack Cornwallis.
3. **Who won the battle between Washington and Cornwallis?** Washington defeated Cornwallis.
4. **What did the British armies do after the defeat of Cornwallis?** The British armies gave up and went home.

Lesson 20 Guide: Marion's Tower

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

General Francis Marion led a ragtag group of American soldiers against the British in South Carolina. General Marion didn't have the manpower or the weapons to fight the large British armies. Instead, he and his men hid in the woods, attacked small parties of British soldiers, and then vanished back into the swampy forests of South Carolina. The British called him the 'Swamp Fox', because he was so hard to catch. One time, General Marion surrounded a British fort built on an Indian mound. General Marion thought the British would get thirsty and come out. But the British dug a well inside the fort and had enough water. One night, Marion quickly built a tower using layers of wooden poles. When morning arrived, Marion and his men fired down into the British fort. The British gave up and were taken prisoners.

Vocabulary

- **Swamp:** Low-lying land where water collects.
- **Fort:** A fortified building or strategic position.
- **Indian Mound:** A raised mass of earth made by the Indians for various purposes including performances, rituals, and burial of their dead.
- **Pole:** A long, slender, rounded piece of wood or metal.

Concepts

In the story, General Marion builds a tower to enable his men to climb higher than the walls of the British fort. In military terms, this is called 'advantage of terrain.'

1. Elevation or height, is one example of 'advantage of terrain', where terrain means 'the features of an area of land.'
2. Other advantages of terrain include mountains, rivers, forests, cliffs, oceans, and dense vegetation.
3. General Marion hiding in the dark forest is another example of advantage of terrain.

FIRST GRADE HISTORY GUIDE

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 26 of 'History Coloring Pages for First Grade.'

Activity 3: Map the Story

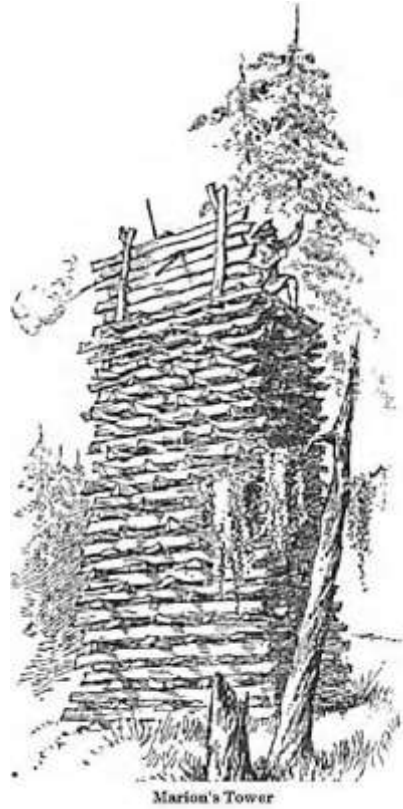
In the chapter, General Marion led a ragtag group of American soldiers against the British in South Carolina. Find South Carolina (SC) on the map below.



Activity 4: Model the Story

Study the picture of General Marion's tower.

- Use Legos or blocks to build the British fort with 4 low walls. Build your fort on top of a couple thick books book to model the Indian mound.
- Next, build a high tower next to your fort. The tower must be higher than the walls of the fort.
- Simulate firing weapons by gently tossing small legos into the fort, both at ground-level and from the top of the tower.
- Imagine standing on top of the tower vs standing on the ground. Which position makes it easier to shoot into the fort?



Review Questions

1. **Why did the British call General Marion the 'Swamp Fox?'** General Marion attacked and then retreated into the swampy woods, like a wily swamp fox.
2. **When General Marion wanted to take the British fort, what was the very first thing he did?** General Marion surrounded the fort with his men to block the British from obtaining water.
3. **How did the British continue to get water?** The British built a well inside the fort.
4. **How did General Marion capture the fort?** General Marion and his men built a high tower that enabled them to shoot down into the fort.

Lesson 21 Guide: Clark and His Men

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

During the Revolution, the British had the Kaskaskia fort in Indiana and then Vincennes fort in Illinois. The British officers from these forts sent American Indians to kill colonial settlers in Kentucky. American Colonel George Rogers Clark decided to attack the British forts to stop the killings. Kaskaskia was far from the Americans, and its soldiers did not expect an attack. Clark and his soldiers marched in while the people were asleep and took the town. Next, Clark wanted to take Vincennes. It was winter, and Clark and his men had to march through rivers with freezing waters. The soldiers refused to cross one of the rivers. Clark had the tallest soldier put a little drummer boy on his shoulders and cross the river. The drummer boy beat his drums, inspiring the soldiers to follow. At another crossing, the soldiers floated the drummer boy across the river atop his drum. For the final river crossing, Clark painted his face and gave a war-whoop and the soldiers followed him again. At Vincennes, Clark marched his small band of 170 soldiers around the fort to make it seem like he had a full army. After some fighting, the British gave up, and Clark took the fort.

Vocabulary

- **Colonel:** A military officer of high rank.
- **Fort:** A fortified building or an army post.
- **Revolution:** A forcible overthrow of a government in favor of a new system.
- **Cheerful:** Happy and optimistic.
- **Commander:** A person in authority, especially over a body of troops or a military operation.

Concepts

In the story, Colonel Clark leads his soldiers to take two British forts. 'Colonel' indicates his rank or position of authority within the army. An 'officer' rank means the person is a leader. See below an abbreviated list from low to high of some modern officer ranks. General is the highest rank.

1. Lieutenant
2. Captain
3. Major
4. Colonel
5. General

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 27 of 'History Coloring Pages for First Grade.'

Activity 3: Model the Story

- Study the picture of a fort.
- Use Legos or blocks to build your own fort.
- Add British soldiers inside the fort, and Clark and his soldiers outside the fort.
- Play that Clark fights and defeats the soldiers and takes the fort.



Activity 4: Study the Story Picture

Study the picture below of the little drummer boy, and answer the following questions:

- Why does the man hold the drummer boy on his shoulder? (To enable the boy to drum as they cross the river.)
- Other than the drummer boy, what is the man holding in his hand? (A gun.)
- What is tucked inside the man's belt? (A knife.)



FIRST GRADE HISTORY GUIDE

Activity 5: Map the Story

- This chapter mentions the states of Indiana (IN), Illinois (IL), and Kentucky (KY). Find the three states on the map below.
- Find the point where all three states intersect.



Review Questions

1. **Why did Clark decide to take the two British forts?** The British sent American Indians to kill colonial settlers in Kentucky.
2. **Why was it difficult for Clark to march his soldiers across the land?** It was winter, and the rivers were full of freezing water.
3. **How did Clark inspire his soldiers to continue when they wanted to give up?** He made the men laugh, he had the drummer boy cross a river atop a tall man's shoulders and beat his drums, he painted his face, and he gave a war-whoop.
4. **How did Clark make it easier to take the fort at Kaskaskia?** Clark and his soldiers marched in while the town was asleep and surprised the British.
5. **How did Clark make it easier to take the fort at Vincennes?** Clark pretended he had a much larger army by marching his men around and fooled the British into surrendering.

Lesson 22 Guide: Daniel Boone and His Grapevine Swing

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Daniel Boone, the first settler of Kentucky, knew how to hunt and how to fight. His brother left Boone alone in a cabin in the wilderness to buy bullets, gunpowder, and other supplies. One day, as Boone walked through the woods, he noticed four American Indians tracking him. To evade the Indians, Boone devised a way to stop making tracks. He cut a wild grape-vine and swung through the air on it. When he landed on the ground, he went in a new direction. The Indians could not tell where he had gone. Boone had been alone for many months and was running out of bullets and powder. He had nothing to eat but meat. His brother returned, bringing two horses, bullets, gunpowder, clothes, and other supplies.

Vocabulary

- **Kentucky:** A state in the eastern south-central region of the United States
- **Gunpowder:** An explosive that used to be used to fire bullets from guns.
- **Bullet:** A metal projectile fired from a gun.
- **Cabin:** A small shelter or house, made of wood and situated in a wild or remote area.
- **Grapevine:** A plant with very long, woody stems that often bears fruit (grapes).

Concepts

In the story, Boone is tracked by American Indians. Tracks are like clues showing where someone went.

1. People leave tracks, which are typically footprints, wherever they go.
2. People leave tracks outside in dirt, sand, gravel, pine needles, snow, and even on linoleum, carpet, concrete, or hardwood in a house.
3. People sometimes leave tracks when climbing over logs or big rocks.
4. When tracking someone, trackers also look for broken branches or other signs someone has passed through.

FIRST GRADE HISTORY GUIDE

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 28 of 'History Coloring Pages for First Grade.'

Activity 3: Model the Story

Make your own tracks.

- Get a plastic garbage bag, a large sheet of paper, a large paintbrush, and some washable tempura paint.
- Have your instructor cut the plastic garbage bag open and lay it down to protect the floor from paint.
- Put the paper, the paints, and paintbrush on the plastic.
- Remove one shoe and sock.
- Put the paper, the paints, and paintbrush on the plastic.
- Use the paintbrush to apply paint to your foot.
- Make a footprint on the paper. You have made a track like Boone in the woods. Make more footprints on paper if you wish.

Activity 4: Study the Story Picture

Study the picture below of Daniel Boone.

- What is Daniel Boone doing in the picture? (Swinging on a grapevine.)
- What is Daniel Boone holding? (A gun.)
- What is tucked inside Boone's belt? (A knife.)



Activity 5: Map the Story

Daniel Boone was the first settler of Kentucky (KY). Find the state on the map below.



Review Questions

1. **How did Boone survive in the wilderness?** He knew how to hunt and fight. He hunted animals for food.
2. **How did the American Indians follow Boone?** They followed Boone's tracks.
3. **How did Boone stop making tracks long enough to keep the Indians from following him?** He swung on a grape vine to stop making tracks. When he landed, he changed his direction.

Lesson 23 Guide: Daniel Boone's Daughter and Her Friends

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Boone brought his wife, children, two brothers, and some of his neighbors to Kentucky. They constructed several log houses side-by-side and facing a center square. There were no doors or windows on the backs of the houses, and the only way in or out was through gates that they shut at night. The settlers had to be very careful when leaving the fort, for there were American Indians that would attack them. Boone's daughter left the fort with her friends, Frances and Betsey Calloway. The girls walked to a nearby river, got in a canoe, and played and splashed with the paddles. While the girls played, they were captured by five strong American Indians. Boone and Calloway went after the girls, tracking the Indians to a Buffalo path. They followed the Buffalo path until they found the Indians. Boone and Calloway and their men shot their guns at the Indians. Boone and Calloway rescued the girls and brought them back home.

Vocabulary

- **Pack Train:** A line of animals carrying supplies for a trip.
- **Paddle:** A short pole with a broad blade used to move a boat or canoe through the water.
- **Brush:** An area thick with vegetation including bushes and small trees.
- **Canes:** Tall grass with hollow, jointed stems.
- **Buffalo:** A heavily built wild ox with horns.
- **Kindling:** Starting a fire.

Concepts

In the story, Boone's daughter and her friends are kidnapped by strangers.

If someone you don't know approaches you, follows you, makes you feel uncomfortable, asks you to go somewhere with them, offers you candy or to show you puppies or kitties, tells you your family members are in the hospital or hurt, tries to pick you up and carry you, or asks you to get in a car:

1. Say 'no.'
2. Run away or hit, kick, and try to break free if you can't run.
3. Yell and scream 'I need help' as loud as you can.
4. Tell a trusted adult such as a family member, teacher, policeman, or store worker.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 29 of 'History Coloring Pages for First Grade.'

Activity 3: Act Out the Story

- Act out the scene of the girls canoeing and being taken by the Indians (strangers).
- Someone will need to play the parts of the girls and someone else the strangers.
- When you pretend to be the girls, practice saying 'no', running away, and yelling, 'I need help!'

Activity 4: Study the Story Picture

Study the picture below of Daniel Boone's daughter.

- What is happening in the picture? (The Indians have grabbed the canoe and are pulling it into shore. They have also grabbed ahold of Boone's daughter.)
- How many Indians do you see in the picture? (Three.)
- What else do you see in the picture? (The river, plants, trees, the sky, a red blanket in the boat, feathers, wampum, guns...)



Review Questions

1. **Why did Boone and the people build their houses side-by-side, facing a central square and not put doors or windows on the backs of the houses?** To protect against Indian and animal attacks.
2. **What happened to Boone's daughter and her friends when they left the fort?** They are kidnapped by Indians.
3. **Why didn't Boone and Calloway immediately go after the girls?** They were away from the fort and returned too late in the day to be able to track the Indians and girls.
4. **Why did the Indians run away from Boone, Calloway, and their men?** Boone, Calloway, and their men had guns and shot at the Indians.

Lesson 24 Guide: Decatur and the Pirates

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

The pirates of Tripoli captured the Philadelphia, an American ship, and sailed her to Tripoli. Other American ships could not recapture the Philadelphia, because the pirates had many warships and cannons on the shores of Tripoli. The Americans did not want the pirates to have the Philadelphia, because the pirates could use it to sneak past American warships. Since the Americans could not take the Philadelphia by force, they took her by stealth. Stephen Decatur captained a small ketch of 80 men. They rowed the ketch quietly and hid 70 of the men to look less threatening. When they neared the Philadelphia and the pirates asked who they were, the Americans pretended to be merchants with wares to sell in Tripoli. The Americans claimed they had lost their anchor and asked to tie their ketch to the Philadelphia. The Americans quietly attacked the pirates, drove the pirates off the Philadelphia, and set fire to the ship. Mission accomplished, the Americans retreated in their ketch to their ships.

Vocabulary

- **Tripoli:** The capital of the Northern African country of Libya.
- **Prisoner:** A person captured and kept confined by an enemy.
- **Ketch:** A small sailboat that can be rowed.
- **Anchor:** A heavy object attached to a rope or chain and used to hold a vessel in one place on the sea bottom.
- **Kindling:** Small sticks or twigs used for starting a fire.
- **Masts:** Tall posts holding up the sails on a ship.

Concepts

In the story, the Americans boarded and destroyed the Philadelphia using stealth and deception.

1. Stealth is a quiet, a secret, or a clever way of acting or moving, often so that someone or something can blend in, go unnoticed, and not draw attention.
2. Deception gives others a mistaken impression or causes others to believe something that is not true.

FIRST GRADE HISTORY GUIDE

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 30 of 'History Coloring Pages for First Grade.'

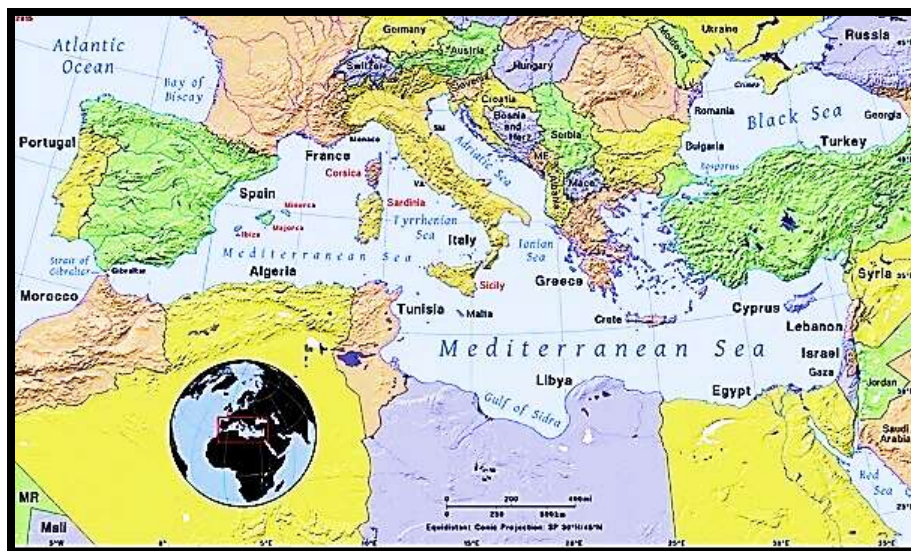
Activity 3: Study the Story Picture

Study the picture below.

- American Sailors
- Ketch Sails
- Ketch Oars
- Ketch Masts
- Philadelphia Sails
- Philadelphia Cannons
- Philadelphia Masts
- Fire
- Fire Reflection
- Smoke

Activity 4: Map the Story

- In the chapter, pirates captured the Philadelphia, an American ship, and sailed her to Tripoli. Tripoli is the capital city of the country of Libya on the continent of Africa. Find Libya on the map below.
- Where is the continent of Europe in relation to Libya? Find it on the map.
- Find the countries of France, Italy, Spain, Germany, and Russia.



Review Questions

1. **How were Decatur and his men stealthy?** They rowed quietly and did not use loud guns to attack the pirates.
2. **Why was it important that Decatur and his men were stealthy?** They did not want to alert nearby pirates on shore or other ships, that had weapons and cannons.
3. **How did Decatur and his men use deception to trick the pirates?** They pretended to be merchants on their way to sell goods in Tripoli.
4. **Why did Decatur set fire to the Philadelphia?** They could not take her back, and they did not want the pirates to use her to sneak past warships.

Lesson 25 Guide: Stories About Jefferson

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Thomas Jefferson was a great thinker and writer during the Revolutionary War. He wrote the Declaration of Independence, one of the most important papers written for America. As a boy, Jefferson loved to read and learn from other people. Jefferson once spoke with a man in a tavern. The man later said that Jefferson knew so much about everything, he first thought Jefferson was a lawyer, then a doctor, and then a minister. Another time, when Jefferson and his nephew rode horseback, a man lifted his cap and bowed. Jefferson bowed back to the man. Jefferson's nephew did not think Jefferson should have bowed. Jefferson told his grandson, 'Do not let another man be more of a gentleman than you are.' Jefferson later added the line 'All men are created equal' to the Declaration of Independence. Jefferson also said that all people have the same right to life, to be free, and to try to make themselves happy.

Vocabulary

- **Tavern:** A business that serves drinks and sometimes food.
- **Landlord:** A person, especially a man, who rents land, a building, or an apartment to others.
- **Lawyer:** A person who practices or studies law.
- **Minister:** A member of the clergy, especially in Protestant churches.

Concepts

In the story, a man was polite to Jefferson, and Jefferson was polite back to the man. Jefferson wrote, 'All men are created equal,' and that we all have the right to life, to be free, and to try to be happy.

The Declaration of Independence declared that America was free from British rule. It also outlined basic human rights that should be given to all.

1. The Declaration of Independence includes the following famous line: 'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.'
2. Remember that you should treat all with respect and politeness, just as Jefferson did.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 31 of 'History Coloring Pages for First Grade.'

Activity 3: Act Out the Story

Be extra polite three times this week. For example, you might:

- Say some extra 'pleases', 'thank yous' or 'your welcomes.'
- Hold a door for others.
- Say 'excuse me' as you pass by someone.
- Make sure not to interrupt others while they are talking.
- Make an extra effort at dinner to polish up your table manners.

Review Questions

1. **Why did the man in the tavern think Jefferson was a lawyer, then a doctor, and then a minister?** Jefferson read so much and tried to learn from everyone he met, he knew a lot about many things.
2. **Why did Jefferson bow to the man?** The man bowed to Jefferson. Bowing back in return was polite and respectful. People deserve to be treated politely and with respect.
3. **Why didn't Jefferson's nephew think Jefferson should bow to the man?** Jefferson's nephew did not think it was worthwhile for Jefferson to bow to the man.

Lesson 26 Guide: A Long Journey

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

While Thomas Jefferson was America's third President, he sent Lewis and Clark with over forty men to the wild west of America. Thomas Jefferson instructed Lewis and Clark to venture west across the plains, across the Rocky Mountains, and to the Pacific Ocean and back. Thomas Jefferson also tasked the expedition to discover the best paths through the mountains, to learn about the animals, and to find out about the American Indians living there. The journey took Lewis and Clark over two years. They hunted and ate buffalo, elk, deer, geese, fish, and even wolves, horses, and dogs to survive. They were friendly to the American Indians. One day, the Indians invited Lewis and Clark into a wigwam to eat. During the meal, the Indians gave a bowl of meat to the head of a dead buffalo. The Indians believed honoring the spirit of the buffalo would bring more buffaloes to their hunting grounds.

Vocabulary

- **President:** The elected head of state.
- **Pacific Ocean:** The large expanse of sea to the west of America.
- **Rocky Mountains:** The line of high, rocky mountains that stretch over western America.
- **Root:** The part of a plant that attaches it into the ground.
- **Wigwam:** A dome-shaped hut or tent made by fastening mats, skins, or bark over a framework of poles.

Concepts

Buffalo are heavily built, shaggy brown wild oxen with horns.

Facts about buffalo:

- They are also called American bison, American buffalo, bison, or buffalo.
- They grazed over much of North America until they were overhunted in the 1800s.
- Today, buffalo live in national parks, on reserves, and on farms.
- Buffalo meat is sold as an alternative to hamburger.



Enrichment Activities

Activity 1: Narrate the Story

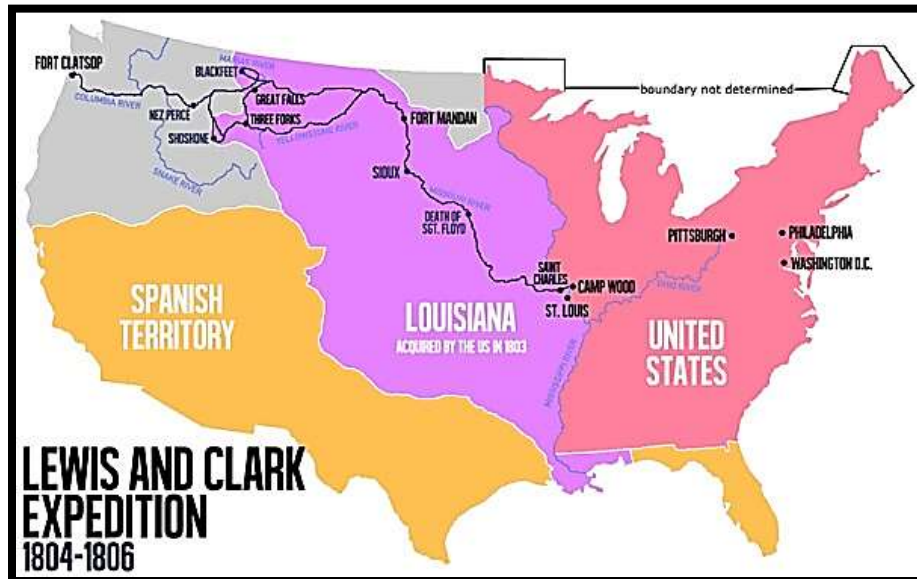
After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 32 of 'History Coloring Pages for First Grade.'

Activity 3: Map the Story

- Study the map below. It plots out the path that Lewis and Clark took.
- Find 'Camp Wood', near St. Louis.
- Using your mouse cursor or finger, trace the path Louis and Clark took to 'Fort Clatsop.' Recite aloud the names of the forts and cities as you pass through them.
- Find where the path crossed the Columbia River. The picture in the next activity shows the expedition encountering a group of American Indians on the Columbia River.
- Do you live anywhere near the expedition path?



Activity 4: Study the Story Picture

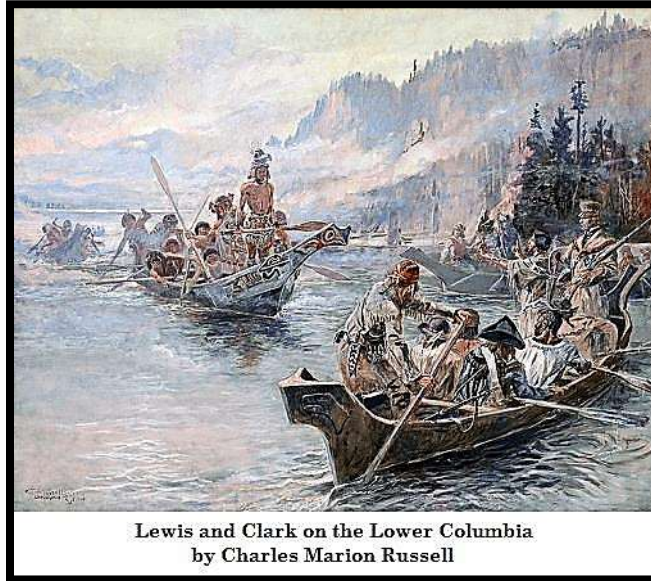
In the picture below, Louis and Clark encounter a group of Columbia River Indians. The Columbia River Indians are advancing in decorated dugout canoes on the group. Louis and Clark's Indian guide, Sacagawea, holds her hands out and talks to the Indians, hoping to keep the peace.

Study the picture, and find the following:

- American Indians
- Men on an Expedition
- Columbia River
- Clark (The red-haired man standing in the canoe and holding a gun.)
- Sacagawea (Louis and Clark's female Indian guide)
- Indian Dugout Canoes
- Expedition Canoes

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- Paddles
- Animal Head - Canoe Decorations
- Animal Head - Head Covering
- Pine Trees
- Cliffs



Review Questions

1. **Why did Thomas Jefferson send Lewis and Clark West?** To find the best mountain paths and to learn about the Indians and animals who lived in those lands.
2. **Why did Lewis and Clark and their men eat wolves, horses, and dogs?** To keep from starving when they could not find enough buffalo, deer, geese, and fish.

Lesson 27 Guide: Captain Clark's Burning Glass

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

On their expedition, Louis and Clark met American Indians who had never seen a gun before. One day, Clark was across a river from some American Indians and he shot a large bird called a crane. The crane fell out of the sky and landed near Clark. The Indians heard a big boom, saw something fall from the sky, and then spotted Clark. The Indians believed Clark made the big boom as he fell from the sky. Afraid, the Indians ran into their wigwams and hid. Clark crossed the river, entered a wigwam, and offered his pipe as a show of peace. When Clark lit his pipe with a burning glass, the Indians were afraid again. The American Indians and the European settlers had different ways of making fire. Indians rubbed sticks together. Europeans struck flint against steel or used a burning glass to concentrate the sun's rays. Captain Clark's Indian guide explained to the Indians that Clark did not come from the sky. The Indians were no longer afraid, and they all smoked the pipe in peace.

Vocabulary

- **Flint:** A hard gray rock.
- **Steel:** A hard, strong, gray or bluish-gray metal.
- **Burning Glass:** A round piece of glass, thick in the middle and thin at the edge, used to start fires with the sun's rays.
- **Crane:** Large birds with long necks and long legs.
- **Pipe:** A narrow tube with a bowl at one end for holding burning tobacco, the smoke from which is drawn into the mouth.

Concepts

The story describes three ways to make fire. Today, we typically use matches and lighters to start fires.

1. The first way is to rub two sticks together. The friction from the rubbing heats the sticks and makes sawdust. The heat causes the sawdust to catch fire.
2. The second way is to strike rock against metal and produce a spark.
3. The third way is to use a burning glass which concentrates the sun's rays on a single spot.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings, and complete page 33 of 'History Coloring Pages for First Grade.'

Activity 3: Draw the Story

- In the story, Clark went into an Indian wigwam.
- Study the picture of a wigwam below and sketch it.



Review Questions

1. **Why were the American Indians first afraid of Clark?** The Indians thought Clark made the big boom as he fell from the sky.
2. **What did Clark do to show the Indians he was friendly?** Clark offered the Indians his pipe in peace.
3. **Why wouldn't the Indians smoke with Clark?** Clark lit the pipe with his burning glass, and the Indians became afraid again.
4. **Who helped Clark make friends with the Indians?** Clark's Indian guide told the Indians Clark did not fall from the sky. The Indians were no longer afraid of Clark.

Lesson 28 Guide: Quicksilver Bob

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

When Robert Fulton was a boy, he enjoyed learning how things worked. Guns and quicksilver fascinated him. He invented a new type of lead pencil and brought it to school. He made Roman candles that shot fire into the air for the Fourth of July. He made a paddle for a fishing boat, eliminating the need for a pole to push the boat. As an adult, Robert Fulton made the first good steamboat.

Vocabulary

- **Steamboat:** A boat propelled by a steam engine, especially a paddle-wheel craft of a type used widely on rivers in the 19th century.
- **Quicksilver:** The liquid metal mercury.
- **Lead:** A heavy, bluish-gray, soft, metal.
- **Rocket:** A cylindrical projectile that can be propelled to a great height by the burning of its contents, used typically as a firework or signal.
- **Roman Candle:** A firework giving off a series of flaming colored balls and sparks.
- **Paddle:** A short pole with a broad blade at one or both ends.

Concepts

Even as a boy, Robert Fulton was an inventor. Inventors are people who create inventions. Inventions are new ways of doing things or devices that work in new ways.

Like Robert Fulton, many children have created new inventions. For example:

1. Frank Epperson invented the popsicle at age 11.
2. George Nissen invented the trampoline at age 16.
3. Abbey Fleck invented the 'Makin' Bacon' at age 8. (Helps cook bacon in a microwave.)

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 34 of 'History Coloring Pages for First Grade.'

Activity 3: Explore the Story

Brainstorm ideas for your own invention.

- If you could make anything that doesn't exist today, what would it be?
- Start by thinking about something you can't do today, but would like to be able to do.
- Sketch your invention on a piece of paper.

Review Questions

1. **What did Robert Fulton enjoy creating throughout his life?** Robert Fulton enjoyed creating new inventions.
2. **What were some things that Robert Fulton invented?** Robert Fulton invented a better pencil, fireworks, a paddle for a boat, and a better steamboat.

Lesson 29 Guide: The First Steamboat

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Robert Fulton built the first commercially successful steamboat, named 'Clermont.' People laughed at the steamboat and did not believe a boat could be pushed by steam. Before this, people used sails and oars to make boats move. Fulton started the boat. Smoke poured from the smokestack. The wheels started to turn. Without sails, without oars, the boat moved faster and faster. People stopped laughing and started cheering. When the steamboat passed other boats on the river at night, the sailors thought it was a sea monster and were afraid of the fire, smoke, and sound. Eventually, steamboats traveled all the large rivers.

Vocabulary

- **Steam:** The vapor formed when water is heated, forming a white mist of minute water droplets in the air.
- **Smokestack:** A chimney or funnel for discharging smoke from a locomotive, ship, factory, etc. and helping to induce a draft.
- **Vessel:** A ship or large boat.

Concepts

In the story, Fulton demonstrates the first commercial (used to make money from selling tickets to passengers) steamboat. But how does the steamboat actually move?

In the past, wind moved boats by blowing into sails or people moved boats by pulling oars through the water.

1. With a steamboat, fuel such as wood is burned and the fire is used to heat water.
2. The water becomes hot and becomes steam.
3. The steam is used to move the paddle wheels.
4. See below a picture of a steamboat.



Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

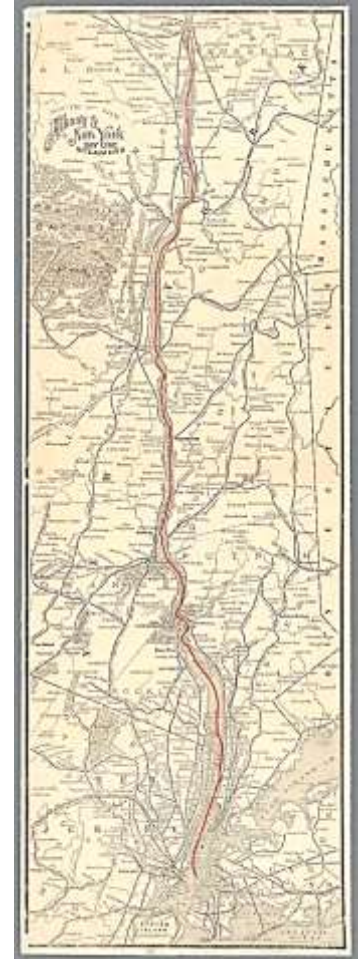
Color the drawings and complete page 35 of 'History Coloring Pages for First Grade.'

Activity 3: Map the Story

- In the story, Robert Fulton demonstrates his steamboat to onlookers and took a trip from New York City to Albany and back.
- Trace the path that Fulton's steamboat took.

Review Questions

1. **What did people watching the steamboat do before the steamboat moved?** The people laughed at the steamboat.
2. **Why did the people laugh at the steamboat before it moved?** The people didn't believe it would work.
3. **What did people watching the steamboat do after the steamboat moved?** The people cheered for the steamboat.
4. **Why were sailors in other vessels scared when they saw the steamboat?** The sailors feared the fire, smoke, and sound. They thought the steamboat was a monster.



Lesson 30 Guide: Washington Irving as a Boy

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Washington Irving was named after George Washington, the Revolutionary War General and first American President. When Irving was a little boy, General Washington put his hand on Irving's head and blessed him. As an older boy, Irving was full of mischief. He'd climb on roofs and drop pebbles down chimneys. Irving loved to read about foreign countries, so much that he would read his books in school. His schoolmaster caught him reading a book, 'The World Displayed.' The schoolmaster did not punish Irving because it was a good book, but warned Irving not to read in school. Irving wanted to become a sailor and travel the world. He ate salt pork and slept on the floor at night to train to become a sailor. Irving did not like pork or sleeping on the floor and decided to become an author instead of a sailor. As an adult, Irving wrote the story of Rip Van Winkle and the Headless Horseman.

Vocabulary

- **Bairn:** Scottish term for 'child.'
- **Blessing:** A prayer asking for God's favor and protection.
- **Mischief:** Playful misbehavior or troublemaking, especially in children.
- **Salt Pork:** Pork covered in salt and refrigerated for around a week.

Concepts

As a boy, Irving wanted to become a sailor, but he eventually became an author.

An author is a 'a writer of a book, article, or report.'

1. Authors might create writing such as novels, short stories, or plays.
2. Novels are book-length stories containing imaginary characters and action in some setting.
3. Short stories are like novels, but shorter and simpler.
4. Plays are dramatic works typically performed by actors on a stage.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 36 of 'History Coloring Pages for First Grade.'

Activity 3: Explore the Story

Be an author like Washington Irving.

- Come up with your own short story and tell it to someone else.
- Who are the people (characters) in your story?
- What happens in your story (plot)?
- Where does your story take place (setting)?

Activity 4: Can You Find It?

Washington Irving wrote about the Headless Horseman in 'The Legend of Sleepy Hollow.' See below the painting, 'The Headless Horseman Pursuing Ichabod Crane' by John Quidor.

Find the following in the painting:

- Ichabod Crane
- Headless Horseman
- Jack-O-Lantern Head
- Horses
- Country Road
- Cape
- Town
- Mountain



Review Questions

1. **Who was Washington Irving named for?** Washington Irving was named for George Washington, the first American President.
2. **What types of mischief did Irving engage in as a boy?** Irving dropped pebbles down chimneys and read books about far off countries in school.
3. **What did Irving want to be when he grew up?** Irving wanted to be a sailor.
4. **Why did Irving decide against becoming a sailor?** Irving did not like salt pork and sleeping on the hard floor.
5. **What occupation did Irving choose when he grew up?** Irving grew up to be an author.

Lesson 31 Guide: Don't Give up the Ship

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Two children ask their grandfather what 'Don't give up the ship' means. Their grandfather tells the children a rhyme to explain the saying. In the rhyme, a ship's captain, Captain Lawrence, is mortally wounded during a gun battle. His last words were, 'Don't give up the ship,' which means to be brave like Captain Lawrence and to never give up.

Vocabulary

- **Verses:** Writing typically having a rhyme.
- **Gallant:** Brave, heroic.
- **Grape-shot:** Ammunition consisting of multiple small iron balls fired together from a cannon.
- **Command:** An order to do something.

Concepts

'Don't give up the ship' means to never give up and to keep fighting.

Have you ever felt like giving up on something?

1. Perhaps you are having a hard time learning a subject in school.
2. Maybe you are having a hard time mastering a new sport or a skill.
3. When you are trying to achieve something and feel like giving up, remember Captain Lawrence, be brave, and tell yourself, 'Don't give up the ship.'

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

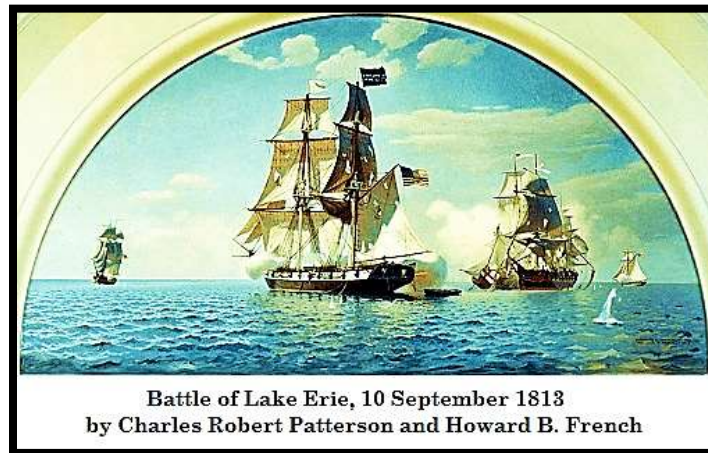
Color the drawings and complete page 37 of 'History Coloring Pages for First Grade.'

Activity 3: Explore the Story

- Commodore Oliver Hazard Perry, an American naval commander who knew Captain Lawrence, incorporated 'Don't give up the ship' into his personal battle flag.
- Study Commodore Perry's battle flag below.



- Study the painting below. Can you find the battle flag?



- The flag still exists and is on display at the United States Naval Academy Museum in Annapolis, Maryland.

Review Questions

1. **What happened to Captain Lawrence?** Captain Lawrence was mortally wounded in a gun battle.
2. **What were Captain Lawrence's last words?** Captain Lawrence's last words were, 'Don't give up the Ship.'
3. **What does 'Don't give up the Ship' mean?** 'Don't give up the Ship' means to be brave, to keep on fighting, and to never give up.

Lesson 32 Guide: The Star-Spangled Banner

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Francis Scott Key wrote a famous American song called 'The Star-Spangled Banner.' Key fought in the War of 1812, when the British landed soldiers in Maryland. The Americans lost the battle at Bladensburg, and the British took Washington. Key was sent to the British with a white flag of truce. When he delivered the message, the British took him prisoner. Key remained in captivity on a British ship while the British attacked Fort McHenry in Baltimore. The British fired bombshells and rockets at the fort, which exploded in the night sky. Key saw the American flag waving over the fort in the light of the bombs. When British ships stopped firing, Key despaired that the fort had fallen. When the sun came up, Key saw the American flag still flying over the fort. Filled with joy, Key wrote 'The Star-Spangled Banner' while still aboard the British ship. The British freed Key, and Key printed and distributed the song all over America. 'The Star-Spangled Banner' became the American national anthem, and Americans still sing the song today.

Vocabulary

- **Maryland:** A state on the eastern coast of the United States of America.
- **Truce:** An agreement between enemies or opponents to stop fighting.
- **Bombshell:** An explosive shell fired from large guns.
- **Ashore:** To move onto the shore from the sea.

Concepts

A truce may be called to stop fighting to give the two sides time to compromise and work out a peace deal.

1. When you compromise with someone else, you get some of the things you want and the other side gets some of the things that they want.
2. It is often said that a true compromise occurs when neither side is happy.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 38 of 'History Coloring Pages for First Grade.'

Count the number of stars on the flag in the coloring page. What do you think the number of stars on the flag represents? (The number of stars represents the fifty states of the United States of America.)

Activity 3: Study an Artifact from the Story

- See below a picture of the actual flag that flew above Fort McHenry while Francis Scott Key wrote 'The Star-Spangled Banner.'
- Find the two people in the picture. The people put the enormous size of the flag into perspective.
- How many stars are on the flag in the picture? Why are there not fifty stars? (This flag has 15 stars. There were actually 18 states at the time this flag was flown. The law was later updated to require a star for each state. Today, the number of stars equals the number of states.)



Activity 4: Map the Story

In this chapter, the British landed soldiers in Maryland. Find the state of Maryland (MD) in the picture of the continental United States below.



FIRST GRADE HISTORY GUIDE

Activity 5: Hear Sounds from the Story

- View the video included with the online version of the lesson. The picture in the video is of an American flag flying over Fort McHenry, the fort attacked by the British while Francis Scott Key wrote 'The Star-Spangled Banner.'
- Listen to the sound of the bombs in the video. Imagine how terrifying it must be to fight in a battle with bombs falling all around you.
- Listen to the US Army Bands play 'The Star-Spangled Banner.'

Activity 6: Sing the Story - Verse 1 of 'The Star-Spangled Banner'

O say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Review Questions

1. **Why was Key sent to the British carrying a white flag?** Key was sent to offer a truce.
2. **What did the British do after Key arrived with the white flag?** The British imprisoned him.
3. **Where did Key write 'The Star-Spangled Banner?'** Key wrote 'The Star-Spangled Banner' on a British ship outside Baltimore.
4. **What inspired Key to write the song?** Key saw the American flag illuminated by bombs exploding. The bombs stopped, and Key believed the fort was lost. But when the sun came up, the flag still flew and the fort still stood.

Lesson 33 Guide: How Audubon Came to Know About Birds

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

John James Audubon knew more about birds than anyone before him. As a boy, he gathered stuffed birds, but he wanted living birds to study. Little Audubon thought he could draw or paint pictures that look like live birds. But when he tried to paint or draw birds, they did not look real. Audubon burned his bad drawings, but he did not give up. He drew more pictures of birds. When he grew up, he studied under a great French painter who taught him to paint pictures that look like live birds. He traveled all over America, living in the woods and studying birds. After years of hard work, he made paintings of nearly one thousand birds. When rats got into his paintings and chewed them up, it almost broke Audubon's heart. Still, Audubon did not give up. He spent more years finding the birds again and painting them. At last, he published his paintings in books. People around the world praised his wonderful books. Audubon never gave up and had become a great man.

Vocabulary

- **France:** A country in Western Europe.
- **Bonfire:** A large open-air fire.
- **Cruel:** Willfully causing pain or suffering in others and feeling no concern about it.
- **Mantelpiece:** A structure of wood, marble, or stone above and around a fireplace.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.

Concepts

Audubon's inspirational story exemplifies resilience. He overcame many obstacles to publish his books of lifelike bird paintings.

Resilience is the ability to recover quickly from difficulties.

1. How can you be resilient?
2. Know that everybody fails. No one is perfect.
3. Know that failure is valuable. You learn and grow from failure.
4. What defines a person is not whether they fail, but whether they continue working hard and striving after they fail.

FIRST GRADE HISTORY GUIDE

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 39 of 'History Coloring Pages for First Grade.'

Activity 3: Draw the Story

- Draw a bird like Audubon.
- Study Audubon's picture of a wild turkey, and draw your own version of it.

Activity 4: Map the Story

John James Audubon was born in Louisiana, and find the state of Louisiana (LA) in the picture of the continental United States below.



Review Questions

1. **Why didn't Audubon like his stuffed birds?** The stuffed birds did not look alive.
2. **What happened when Audubon first tried to draw and paint birds?** His drawings and paintings did not look lifelike, so he burned them.
3. **What happened to all of the paintings he initially made of the birds of America?** The paintings were destroyed by rats.
4. **What did Audubon do after his paintings were destroyed by rats?** Audubon went back out in the woods, redid all of the paintings, published his book, and became a big success.

Lesson 34 Guide: Audubon in the Wild Woods

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

While making his book of birds, Audubon lived in the woods. He often lived among the American Indians. Audubon was an accurate shooter. A friend tossed a cap in the air, and Audubon shot a hole through it before it landed. Hunters in the woods could shoot even better than Audubon. They could shoot and extinguish a candle from 100 paces. Audubon's skill with a gun saved his life. Audubon stayed at the house of an old white woman. There was also a hurt American Indian staying in the house. The old woman saw Audubon's watch and held it for a few moments. The Indian pinched Audubon to let him know the woman was bad. Audubon lay on a bed and pretended to sleep while holding his gun. The old woman's two sons came in the cabin. They talked about killing the Indian and Audubon and taking Audubon's watch. Audubon pointed his gun at them. Just then, two hunters came to the cabin. Audubon told them about the robbers. The hunters tied up the old woman and her sons so they could be punished. The hurt Indian danced for joy with happiness.

Vocabulary

- **Cap:** A hat.
- **Snuff:** To extinguish or to put it out.
- **Arrow:** A shaft sharpened at the front and with feathers or vanes at the back, shot from a bow.
- **Rob:** To take property unlawfully from a person or place by force or threat of force.

Concepts

1. In the story, the old woman and her sons planned to rob and kill Audubon and the Indian.
2. Robbing and killing are against the law in America and in countries across the globe.
3. In our society, adults who have been proven in a court of law to have robbed or killed typically go to prison.
4. It is not right to take things that do not belong to you.
5. It is not right to purposefully hurt others, unless you are defending yourself or others from an attacker.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 40 of 'History Coloring Pages for First Grade.'

Activity 3: Explore the Story

In the story, the Indian pinched Audubon to communicate that the old woman was bad. The pinch is an example of nonverbal communication.

Nonverbal communication is when you tell others something without saying or writing words. Below are some additional examples of nonverbal communication.

- Smiling, frowning, and crying.
- Opening your arms for a hug.
- Shaking hands, winking, patting backs, and giving a thumbs-up.
- Practice exchanging nonverbal communication with other people.
- Create at least one secret way of communicating nonverbally that no one else knows about.

Review Questions

1. **Whose house did Audubon visit in the woods?** Audubon visited an old woman's house.
2. **Who was in the old woman's house when Audubon arrived?** A hurt American Indian was in the house.
3. **How did the Indian tell Audubon the woman was bad?** The Indian pinched Audubon.
4. **Who came to the house after Audubon fell asleep?** The old woman's two sons came to the house.
5. **What did the old woman and her sons plan to do to the Indian and Audubon?** The woman and her sons planned to kill Audubon and the Indian and take Audubon's watch.
6. **What did Audubon do to protect himself and the Indian?** Audubon aimed his gun at the woman and her sons.
7. **What eventually happened to the woman and her sons?** The woman and her sons were tied up and punished for their crimes.

Lesson 35 Guide: Hunting a Panther

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Audubon stayed with a settler for a night. The settler told him that a bad panther had killed some of his dogs. The panther was big enough to kill a person. Audubon, the settler, and the settler's neighbors set out on horseback to kill the panther. The men brought dogs to help track the panther. Audubon and the men tracked the panther through the swampy land and chased him up a tree. They shot the panther, but the panther jumped down and ran away. Audubon and the men chased the panther up another tree. This time the men succeeded in killing the panther.

Vocabulary

- **Settler:** A person who settles in an area, typically one with no or few previous inhabitants.
- **Fierce:** Having or displaying an intense or violent aggressiveness.
- **Swamp:** An area of low-lying, uncultivated ground where water collects. A bog or marsh.
- **Horn:** An instrument made from a horn that can be blown with the lips to produce a loud noise.
- **Savage:** Fierce, violent, and uncontrolled.
- **Treed:** Forced an animal to hide up in a tree.

Concepts

In the story, Audubon, a settler, and the settler's neighbors hunted and killed a panther that had killed the settler's dogs.

1. Today, we still have issues with dangerous wildlife, especially when people cut down wooded areas to build new houses and disrupt animals' homes and hunting areas.
2. Today, when wildlife becomes a danger to people and pets, wildlife control organizations often first try to relocate dangerous animals away from people instead of killing them.

Enrichment Activities

Activity 1: Narrate the Story

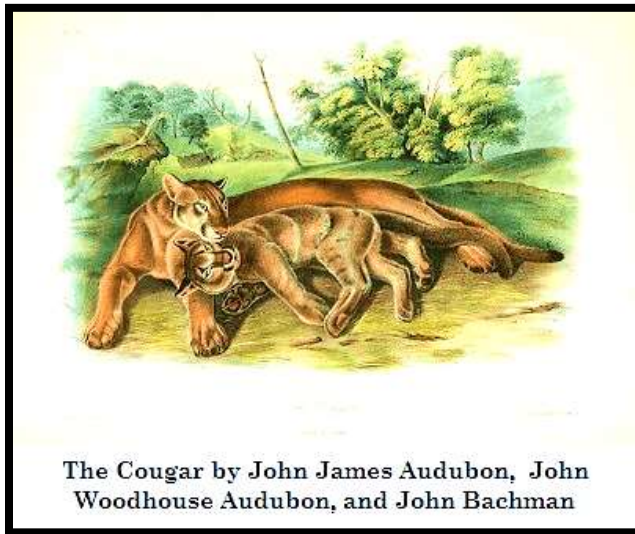
After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 41 of 'History Coloring Pages for First Grade.'

Activity 3: Draw the Story

- Panthers are strong, agile, and beautiful creatures.
- Study the picture of the panthers (cougars) painted by Audubon.
- Draw or paint a panther up in a tree



Review Questions

1. **What killed the settler's dogs?** A panther killed the settler's dogs.
2. **What did Audubon, the settler, and the neighbors decide to do to protect themselves, their families, and their animals?** They decided to hunt down the panther and kill it.
3. **What happened the first time the hunters treed the panther?** They shot the panther, but it jumped down and ran away.
4. **What happened the second time the hunters treed the panther?** They shot and fought with the panther, and the panther died.
5. **What part of the panther did Audubon and the men give to the settler?** They gave the settler the panther's skin.

Lesson 36 Guide: Some Boys Who Became Authors

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

This chapter introduces four boys who became authors. William Cullen Bryant wrote poems from a very young age and became the first great poet of America. Nathaniel Hawthorne loved poetry, including Shakespeare and Milton, and grew up to write stories and books. William H. Prescott wrote beautiful histories, overcoming his blindness. Oliver Wendell Holmes became a great poet, writing poems about the soldiers that stayed in his boyhood home during the Revolutionary War.

Vocabulary

- **Spring:** A place where water or oil wells up from an underground source.
- **Blind:** Unable to see.
- **Praise:** Express warm approval or admiration of.
- **Fancies:** Imagining and thinking.
- **Butts:** The thicker end, especially of a tool or a weapon.

Concepts

This chapter described some boys who grew up to be great authors.

1. Many of them began writing stories and poems at a very young age.
2. You too can write your own stories and poems.
3. With determination and perseverance, children can do many great things.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 42 of 'History Coloring Pages for First Grade.'

Activity 3: Recite the Story

- Practice reciting aloud the two poems in the story.
- Study the poems and answer the following questions.
- In the first poem, what is 'Robert of Lincoln?' (A bobolink.)
- What happens in the second poem? (A boy laughs at an old man's appearance, and invites others to do the same to him when he gets older.)

Activity 4: Study the Story Picture

Study the painting below of William Cullen Bryant (right) and his friend, painter Thomas Cole (left) in the Catskill Mountains.

- Cliff
- Waterfalls
- Mountains
- Mountain Stream
- Boulders
- Flying Bird
- Branch on the Ground
- Hats
- Walking Sticks



Review Questions

1. **Why did William Cullen Bryant's father soak his head in a cold spring every day?** His father thought William's head was too big for his body.
2. **Why did the gypsy woman ask Hawthorne, 'Are you a man, or an angel?'** Because he was so handsome.
3. **Why was Prescott almost blind?** A schoolmate hit his eye with a crust of bread.
4. **Why was Oliver Holmes afraid of a sign hanging over a sidewalk?** The sign was of a big wooden hand. Oliver thought the wooden hand might grab him.

Lesson 37 Guide: Decatur and the Pirates

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Daniel Webster and his older brother Ezekiel were smart boys who wanted to go to college. Unfortunately, their family was poor, and it was too expensive to send both. Daniel was too sickly and weak for farm work, so he attended school and college while Ezekiel worked on the family farm. Daniel talked to his family about allowing Ezekiel go to college. The family agreed, even though the additional expenses could have caused them to lose their farm. While in college, Daniel taught school to help pay expenses. He gave money to his brother. When he later became a lawyer, he paid off his father's debts, and his father did not lose his farm. When Daniel became famous, Ezekiel was happy for his brother. When Daniel made his greatest speech, people praised him. But Ezekiel did not hear Daniel's famous speech, for he had died. Webster said 'I wish that my poor brother had lived to this time. It would have made him very happy.'

Vocabulary

- **Statesman:** A skilled, experienced, and respected political leader or figure.
- **Sickly:** Often ill and in poor health.
- **College:** An institution of higher learning beyond high school.
- **Risk:** A situation involving exposure to danger.
- **Property:** A thing or things belonging to someone.
- **Debt:** Something, typically money, that is owed or due.

Concepts

Daniel Webster's story is one of sacrifice.

1. In the story, Daniel's family was poor and had little money.
2. The family sacrificed so both Daniel and Ezekiel could attend college.
3. Paying for college meant the family barely had enough money to survive. The family risked losing their farm.
4. Without the farm, the family would have nowhere to live and nothing to eat.
5. Luckily, it worked out for the family. They sent Daniel and Ezekiel to college and kept their farm.

FIRST GRADE HISTORY GUIDE

Sacrifice means to give up something you value for something or someone you value even more. Like Daniel and his family, people often gladly sacrifice things for their loved ones.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 43 of 'History Coloring Pages for First Grade.'

Activity 3: Explore the Story

- Daniel Webster once gave a speech for that lasted over two days.
- He implored that the United States of America was one united nation, not just a collection of independent states that could leave at any time.
- In his speech, he said, 'Liberty and Union, now and forever, one and inseparable!' Recite Daniel Webster's famous line.

Review Questions

1. **Why was Daniel initially chosen to go to college instead of Ezekiel?** The family wanted one son to work the farm, but Daniel was too sickly to do farm work.
2. **Why did the family eventually send Ezekiel to college, even though the family risked losing their farm?** Ezekiel was smart, and the family believed he should have the opportunity to learn.
3. **Who paid off the family's debts?** Daniel paid off the debts.
4. **What did Daniel do for work in the story?** He was a teacher, a lawyer, and a statesman.

Lesson 38 Guide: Webster and the Poor Woman

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

As Daniel Webster walked home one cold, snowy night, he saw a poor woman. The woman repeatedly stopped, listened, and then moved on. The woman walked in front of Webster's house, stopped, and listened. She picked up a loose board that Webster had put down to walk on, then hurried off with the board. Webster followed the woman to her poor little house. Webster realized the woman had taken the board for firewood. The next day, Webster sent the poor woman a load of wood.

Vocabulary

- **Board:** A long, thin, flat piece of wood or other material.
- **Loose:** Not firmly or tightly fixed in place.
- **Gate:** A hinged barrier that can open and close, used to close an opening in a wall, fence, or hedge.
- **Load:** A large amount of something.

Concepts

Stealing means to take something that does not belong to you. We learn that stealing is wrong.

1. In the story, the woman steals Webster's wooden board to use for firewood.
2. Why do you think Webster didn't report the woman to the police for stealing from him?
3. Why do you think Webster brought the woman a load of wood?
4. Would you have reported the woman to the police, or would you have helped her like Webster?

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 44 of 'History Coloring Pages for First Grade.'

FIRST GRADE HISTORY GUIDE

Activity 3: Explore the Story

- Compassion means to understand and share the feelings of the sufferings or misfortunes of others.
- Think about how badly you feel when you are punished.
- When someone else is in trouble and is punished, do you feel compassion for them? Your feelings probably depend on what the person did wrong and why the person did the wrong thing.
- Like Webster in the story, it is often good and right to show compassion for others who are having a tough time.

Activity 4: Study the Story Picture

Study the painting below from the lesson. Do you think the woman in the picture is poor like the woman in the story? Why or why not? Find the following:

- Goat
- Leash
- Small girl
- Cabin
- Bush
- Snow
- Apron
- Bonnet
- Clogs/Sabots (Wooden Shoe)
- Load of Firewood



Review Questions

1. **What did Webster see on his way home from work?** Webster saw a woman take a wooden board from the front of his house.
2. **What did Webster do after he saw the woman take the board?** Webster followed the woman to her small house.
3. **Why did the woman take the board?** She took the board because it was very cold. She was too poor to buy firewood.
4. **What did the woman receive the next day?** The woman received a load of firewood from Webster.

Lesson 39 Guide: The India-Rubber Man

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

People called Charles Goodyear, 'The India Rubber Man', because he made and wore clothes made from rubber. The Indians in South America used rubber to make bottles. People brought rubber to America and tried to find ways to use it. At first, rubber was only used to rub out pencil marks, which is where 'rubber' got its name. People tried to make shoes from rubber. But when winter came, the shoes would freeze as hard as stones. When summer came, the rubber shoes would melt. Goodyear tried for many years to make better rubber that would not get hard in the winter and melt in the summer. He was very poor and had to borrow money from friends to keep his family from starving or freezing to death in the winter, but he kept on trying for years. One day, Goodyear mixed rubber and Sulphur. This rubber did not melt. It did not freeze into a hard rock. He needed to buy more rubber and Sulphur to figure out how to mix it best, but he had no money. When no one had money to lend him, he sold almost everything he had to buy rubber. His risk paid off, and he became a success. He made and sold useful things from rubber. The people who once laughed at him now praised him.

Vocabulary

- **Rubber:** A tough elastic polymeric substance made from the latex of a tropical plant or synthetically.
- **South America:** A continent in the western hemisphere, mostly lying to the south of the equator.
- **Cravat:** A necktie.
- **Sulphur:** A yellow combustible nonmetal.

FIRST GRADE HISTORY GUIDE

Concepts

Persistence means to keep working at something even if it is hard to do.

- In the story, Charles Goodyear shows persistence when he refuses to give up his quest to create rubber that does not get hard in the winter or melt in the summer.
- Can you think of a situation where you showed persistence?
- The next time you have a hard time and want to quit something, think of Charles Goodyear succeeding through persistence.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 45 of 'History Coloring Pages for First Grade.'

Activity 3: Draw the Story

- Long after Goodyear died, another man started a company and named it after him. The 'Goodyear Tire and Rubber Company' is still operating today.
- The 'Goodyear Tire and Rubber Company' manufactures tires from rubber (plus other things) for cars and other vehicles.
- Look at the image of the rubber tires below. Draw the tires, and remember they contain rubber.



Review Questions

1. **Why did people call Charles Goodyear, 'The India Rubber Man?'** People called Charles Goodyear, 'The India Rubber Man', because he made and wore clothes made from rubber.
2. **How did rubber get its name?** Rubber was first used in America to rub out pencil marks.
3. **Why couldn't shoes be made from rubber at first?** Rubber shoes became hard in the winter and melted in the summer.
4. **What happened when Goodyear mixed Sulphur with rubber?** Rubber no longer got hard in the winter and melted in the summer.

Lesson 40 Guide: Doctor Kane in the Frozen Sea

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Elisha Kent Kane sailed as a doctor on American warships. He also sailed on ships that explored the frozen north, first as the ship's doctor, then as the captain of the ship. Kane captained the ship, 'Advance', to explore the icy seas. Then his ship hit a bad storm. The ship blew too far north and became stuck in the ice. It was winter, and in the far north, the sun never rises. The men were stuck on a ship in the dark for months. Doctor Kane tried to explore with sleds and dogs, but it was so cold, some of the dogs died. Then summer came. During northern summers, the sun never sets. The summer was still too cold to melt the ice and free the ship. The men lived through another dark winter. Men became sickly and stayed in the cabin. The days began getting brighter. Doctor Kane used some looking glasses to reflect the sunlight into the dark cabin for the sickly men. The second dark winter was over, and the men were much happier.

Vocabulary

- **Furious:** Very angry.
- **Iceberg:** A large mass of ice floating on the sea.
- **Captain:** The person in command of a ship.
- **Cabin:** A private room or compartment on a ship.

Concepts

In the story, Doctor Kane and his men were near the North Pole.

1. The North Pole is the furthest north of any place on Earth.
2. The North Pole is covered with ice year-round.
3. The sun stays up all summer.
4. The sun never rises in the winter.
5. Many types of animals live at the North Pole, including the walrus, seal, Arctic fox, moose, and snowy owl.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings, and complete page 46 of 'History Coloring Pages for First Grade.'

Activity 3: Map the Story

- Find the words 'North Pole' on the map.
- Note how the North Pole is made of only frozen water. There is no land at the North Pole.
- See if you can figure out where you live on the mini-map in the top left corner of the map.



Review Questions

1. **Why did Doctor Kane's ship get stuck in the ice?** A storm blew the ship too far into the cold, icy North.
2. **Why didn't Doctor Kane walk home?** It was too cold to travel to where people lived.
3. **What happens to the sun during winters at the North Pole?** The sun never rises. It is dark all day and all night.
4. **What happens to the sun during summers at the North Pole?** The sun never sets. It is light all day and all night.
5. **Why did Doctor Kane reflect light with his looking glasses?** He reflected the light down into the dark cabin of the ship, where the sick men stayed. The sunlight cheered them up.

Lesson 41 Guide: A Dinner on the Ice

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

After two long winters, Doctor Kane and his men decided to abandon his ship and set out for Greenland by sled and small boat. When on ice, the sleds carried the boats. When on water, the boats carried the sleds. Some of the men were sick and had to be moved by boat and sled. During the journey, Doctor Kane and his men did not have enough to eat and were in danger of starving. They saw a seal sleeping on a floating piece of ice. The men rowed quietly toward the seal. The seal woke, but before it could swim away, the men shot it. They were not going starve! The men laughed and danced with joy. They cut up the seal and were so hungry they ate the meat raw.

Vocabulary

- **Seal:** A fish-eating mammal with a streamlined body and flippers.
- **Starve:** A person or animal suffering severely or dying of hunger.

Concepts

After two winters stuck in the ice, Doctor Kane had to decide whether to stay with the ship or to attempt to sled and boat to Greenland.

When people make decisions, they often weigh the benefits (good things) and drawbacks (bad things) that will happen once their choice is made.

1. In the story, what were the good things about staying with the ship?
2. What were the bad things about staying with the ship?
3. What were the good things about trying for Greenland?
4. What were the bad things about trying for Greenland?
5. If you were Doctor Kane, would you have stayed with the ship or tried for Greenland?

Enrichment Activities

Activity 1: Narrate the Story

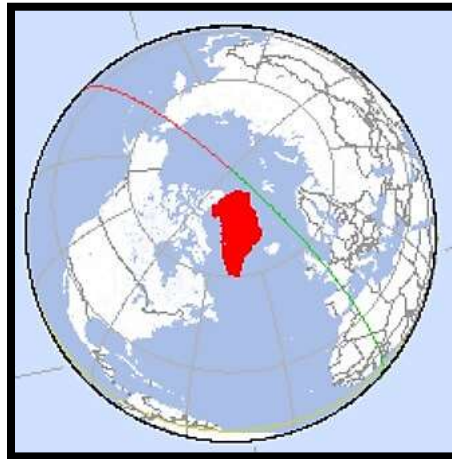
After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 47 of 'History Coloring Pages for First Grade.'

Activity 3: Map the Story

- Greenland is a massive, mainly ice-covered island that stretches north from the Atlantic Ocean up to the Arctic Ocean.
- See below where Greenland is on the Earth.
- Find where you live on the map.
- Do you live near Greenland?



Activity 4: Study the Story Picture

Study the story picture and find the following:

- Man Holding a Gun
- Doctor Kane (standing in the front of the closest boat)
- Paddles
- Floating Ice
- Icicles



Review Questions

1. **Why did Doctor Kane abandon his ship in the ice?** After two winters, Doctor Kane realized the ship was stuck. The ice would not melt enough to free the boat in the summer.
2. **Why did Doctor Kane and his men bring boats and sleds on their journey to Greenland?** Doctor Kane and his men needed boats to cross water and sleds to cross ice.
3. **What kinds of things did Doctor Kane and his men find to eat in the icy north?** Doctor Kane and his men ate wild bird eggs and a seal.
4. **Why didn't Doctor Kane and his men cook the seal before eating it?** Doctor Kane and his men were too hungry to wait to light a fire.

Lesson 42 Guide: Doctor Kane Gets Out of the Frozen Sea

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

After the seal, Doctor Kane and his men traveled on. When they became so hungry that they could hardly row their boats, they heard the voices of men in another boat. The next day, they reached a Greenland town. Later, they saw a steamer flying an American flag. It was a steamer sent to find Doctor Kane. People had begun to think Doctor Kane and his men had died. Doctor Kane and his men got on their little boat, named 'Faith', and rowed toward the steamer. They boarded the steamer and were finally safe. When the men on the steamer found out it was Doctor Kane, they cheered.

Vocabulary

- **Weak:** Lacking physical strength and energy.
- **Steamer:** A ship, boat, or locomotive powered by steam.
- **Might:** Power or strength.
- **Safe:** Protected from danger, not likely to be hurt..

Concepts

In the story, Doctor Kane and his men named their ship 'Faith.' Having faith means to put your trust or confidence in something, even if it means taking a risk.

1. Doctor Kane and his men had faith that if they left their ship in the ice and traveled by sled and boat toward Greenland, that they would make it home.
2. Can you think of some things you have faith in? For example, you might have faith that your family members will always be there for you and love you.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

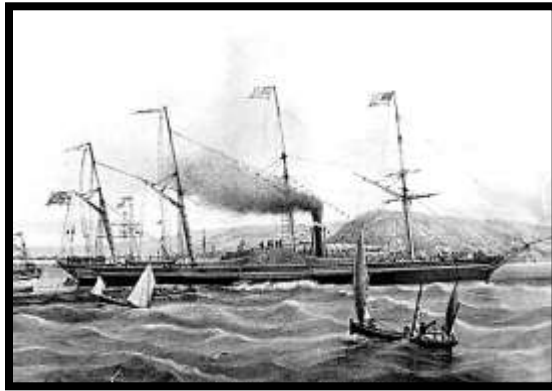
Activity 2: Color the Story

Color the drawings and complete page 48 of 'History Coloring Pages for First Grade.'

Activity 3: Draw the Story

See below a picture of a steamer.

- Find the American flags in the picture.
- Draw Doctor Kane's little boat 'Faith' rowing toward the steamer in the water. Don't forget to draw the American Flag flying from the steamer.



Review Questions

1. **Why was it hard for Doctor Kane and his men to row their boats?** Doctor Kane and his men were so hungry, it was hard for the men to row.
2. **What was the first sign of other humans that Doctor Kane and his men encountered?** Doctor Kane and his men heard the voices of men on another ship.
3. **Why did Doctor Kane and his men row toward the steamer?** The steamer was American and could take them home.
4. **Why did the men on the steamer cheer when they saw Doctor Kane?** The steamer was sent to look for Doctor Kane. People thought Doctor Kane and his men might be dead. The searchers were happy to find Doctor Kane and his men alive.

Lesson 43 Guide: Longfellow as a Boy

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Longfellow was a noble boy who wanted to do right. He was also a tender-hearted boy. After he shot a robin, he cried and never hunted again. Longfellow enjoyed reading Irving's stories of Sleepy Hollow and Rip Van Winkle. When he was thirteen, Longfellow wrote a poem about Lovewell's fight with the Indians. Longfellow submitted his poem to a newspaper, and the paper published the poem. When a judge called the poem 'stiff' and said it was taken from other poets, Longfellow felt bad, but he did not give up. He kept trying. Eventually, Longfellow became a famous poet.

Vocabulary

- **Noble:** A good and honorable person or act.
- **Tenderhearted:** Having a kind and gentle nature.
- **Publish:** To prepare and produce a book, newspaper, magazine, etc. for sale.
- **Stiff:** Not relaxed or friendly; constrained.
- **Famous:** Known about by many people.

Concepts

A passion is a strong feeling of excitement for something or about doing something. Longfellow's passion was poetry.

1. In the story, despite the judge not liking Longfellow's first published poem, Longwell kept trying.
2. Longfellow continued to follow his passion throughout his life, trying hard and working until he became a successful poet.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 49 of 'History Coloring Pages for First Grade.'

Activity 3: Recite the Story

Recite aloud the below lines from Longfellow's poem, 'A Psalm of Life.'

'Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time,
'Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, may take heart again.
'Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.'

'A Psalm of Life' is about working hard and making an impact.

The poem also says your efforts may inspire those that follow you to achieve even greater things.

Review Questions

1. **Why did Longfellow never hunt again after he was a boy?** Because he was tenderhearted and felt sad after shooting a robin.
2. **What did the paper do with Longfellow's poem?** The paper published the poem, or printed it in the newspaper.
3. **What did the judge say about Longfellow's poem?** That it was stiff and was taken from other poets.
4. **How did Longfellow do about the judge not liking his poem?** He felt bad, but kept writing poetry.
5. **What eventually happened after Longfellow kept trying hard and writing his poetry?** He became a famous poet.

Lesson 44 Guide: Kit Carson and the Bears

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Kit Carson was an American explorer and a guide. One day, he shot an elk while hunting. Unfortunately for Kit, two angry bears also wanted the meat. The bears chased him up a tree. Kit had dropped his gun to run, because it was empty and needed to be reloaded. Since Kit could not shoot the bears, he cut off a branch. Kit knew that a bear's nose is very tender. Whenever the bears climbed the tree to get him, Kit hit them on the nose with the branch. When hit, the bears would cry out and retreat. Eventually, the bears left. Kit still waited. Finally, he came down and quickly reloaded his gun. The bears did not come back.

Vocabulary

- **Explorer:** A person who explores an unknown area.
- **Guide:** A person who advises or shows the way to others.
- **Tender:** Showing gentleness and concern or sympathy.
- **Sharp:** Producing a sudden, piercing physical sensation.

Concepts

Kit Carson survived because he was resourceful. Resourceful means to be able to find clever ways to solve problems.

What was Kit Carson's problem?

Bears wanted to eat the Elk that Kit shot, and chased him. His gun was empty.

What was Kit Carson's solution?

He dropped the gun, climbed the tree, broke off a branch, and hit the bears' tender noses to protect himself.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 50 of 'History Coloring Pages for First Grade.'

Activity 3: Draw the Story

- Draw Kit Carson up in a tree.
- Draw two bears climbing the tree to get him.
- Draw Kit hitting the bears on the nose with a stick.

Activity 4: Study the Story Picture

Study the picture below of Kit Carson, and answer the following.

- What does Kit Carson ride? (Kit rides a horse.)
- What does Kit Carson hold? (Kit holds a gun.)
- Where does Kit Carson look? (Kit looks ahead, scanning the area for potential dangers.)
- Who follows behind Kit Carson? (Settlers in covered wagons follow Kit.)
- How does Kit Carson help the settlers in the covered wagons? (He leads the settlers to their destinations. He shows them the way and protects them from the dangers of the trail.)



Review Questions

1. **Why did the bears chase Kit Carson?** The bears wanted to eat the Elk Kit shot.
2. **Why didn't Kit Carson shoot the bears?** Kit's gun was empty after shooting the Elk.
3. **Why didn't climbing the tree save Kit Carson from the bears?** Bears can climb trees.
4. **How did Kit Carson protect himself from the climbing bears?** He hit the bears on their tender noses with a stick.

Lesson 45 Guide: Horace Greeley as a Boy

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Horace was the son of a poor farmer. Horace loved to learn and to read. He was the best speller in his class, including children much older than him. Horace preferred reading to working, but he did his work faithfully. When his father lost his land, the family was poorer than ever and could not buy books, so Horace borrowed as many books as he could. He borrowed books from a rich man who lived nearby. The rich man's friends asked why he would lend his books to a poor, strange-looking boy. The rich man believed Horace would become a great man someday. The rich man's friends laughed at this, but the rich man was right. Horace did become a great man. When Horace was thirteen, his teacher told Horace's father it was no use to send Horace to school. Horace knew more than his teachers.

Vocabulary

- **Old-fashioned:** In or according to styles or types no longer current or common; not modern.
- **Spell:** Write or name the letters that form a word in order.
- **Captain:** The leader of a team.
- **Pine Knot:** A knob, protuberance, or node in the stem, branch, or root of a pine tree.
- **Gentleman:** A polite and honorable man.

Concepts

In the story, Horace Greeley wouldn't let anything stop him from learning.

1. His family couldn't afford candles, so he burned pine knots to read by at night.
2. His family couldn't afford books, so he'd walk miles to borrow them.
3. Being a problem solver and being dedicated paid off for Horace, and it will help you too in life.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 51 of 'History Coloring Pages for First Grade.'

Activity 3: Explore the Story

Practice spelling words like Horace. Look at the words below and recite each word's letters in order.

- Horace
- Spelling
- Read
- Books

Review Questions

1. **Why was little Horace always chosen first for spelling school?** Horace was the best speller in his class, even better than the older kids.
2. **How did Horace read at night, when his parents were too poor to buy candles?** He burned pine knots and read by the light.
3. **How did Horace read books, when his family was too poor to buy any?** He borrowed books from others.
4. **Why did the rich man lend books to Horace?** The rich man believed Horace would be great man someday.
5. **Why did the rich man's friends laugh at him?** They did not believe Horace would be great man someday.

Lesson 46 Guide: Horace Greeley Learning to Print

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Horace loved papers and books and wanted become a printer to learn how to make them. He walked miles to apply for a spot to learn the printer's trade at a newspaper. He went to see Mr. Bliss, one of the owners of the paper. Mr. Bliss was skeptical at first, but when Mr. Bliss asked hard questions, Horace answered them all right. Mr. Bliss decided to give Horace a chance. The other boys at the paper laughed at Horace's poor clothing and white hair. Horace ignored the teasing of the other boys and worked hard. Horace learned more in his first day, than some boys did in a month. Day after day he worked hard. The other boys kept laughing at him, but Horace continued to ignore them. One boy stained Horace's hair with black ink, but Horace still ignored the boys. Eventually, the other boys grew to like Horace. Horace became a good printer. He sent his poor father money. Horace started his own paper and became a famous newspaper man.

Vocabulary

- **Newspaper:** A printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and covering topics such as news, sports, and culture.
- **Tow Head:** A person with very blond hair.
- **Handkerchief:** A square of cotton cloth or material.
- **Tease:** Make fun of to provoke a response.
- **Ink:** A colored fluid used for writing, drawing, and printing.

Concepts

The boys at the newspaper bullied Horace because he was different than them.

1. Bullies are people who use strength or power to hurt or intimidate others.
2. Ignoring bullies and not giving them the reaction they want is one way of handling bullies. But sometimes ignoring bullies doesn't work. Sometimes bullies hurt others.
3. Children should tell a trusted adult to get help with a bully.
4. It is important that people speak out against bullies to protect victims and so the bullies can learn to correct their behavior.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 52 of 'History Coloring Pages for First Grade.'

Activity 3: Make a Newspaper Front Page about You

In this activity, you will make a newspaper front page that will feature you.

- Think up a title for your newspaper ('The Cassidy Chronicle' or 'The Daniel Daily News.'
- Think up a couple of fun stories about you to cover the front page. You might cover your favorite food, a funny nickname you have, your pet, your favorite music, etc.
- Dictate or type up two stories about your topic on the computer.
- Format at least two columns on the page.
- Add some pictures to each article that apply to the story.
- Add your newspaper title and your name to the newspaper.
- Move the text and pictures around until the newspaper looks good.
- Print out your paper and enjoy.

Review Questions

1. **Why did Mr. Bliss give Horace a chance?** Horace answered correctly all of Mr. Bliss' hard questions.
2. **What did Horace do when one of the other newspaper boys stained his hair with ink?** He ignored them.
3. **How did Horace do on his first day at work as a printer?** He learned more in one day than many other boys did in a month.
4. **When Horace started making money as a printer, how did he show generosity to his father?** He sent money to his father to help him out.

Lesson 47 Guide: A Wonderful Woman

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

Little Dorothy Dix was neglected by her parents. Dorothy wanted to overcome her hardships, so she lived with her grandmother in Boston, worked hard in school, and became a teacher. Dorothy started a school for poor children in her grandmother's barn. When she became sick and had to leave teaching full-time, she still did volunteer work teaching. She once visited a place that housed the mentally ill and saw they had no fire to keep warm in the cold weather. Dorothy advocated for the people to a judge and had a stove added to keep the people warm. Dorothy went to other towns and saw the mentally ill were treated poorly. Dorothy worked to change laws to protect the mentally ill. She had safe housing constructed for the mentally ill people. When the Civil War broke out, she nursed the wounded soldiers. Then she went back to helping the poor.

Vocabulary

- **Alms-house:** A house built originally by a charitable person or organization for poor people to live in.
- **Insane:** A state of mind that prevents normal behavior and interactions.
- **Civil War:** A war between citizens of the same country.

Concepts

Dorothy Dix was a wonderful woman because she spent her life helping other people.

1. Think of ways that you can help other people.
2. Think of one way you can help someone else today and then help them.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 53 of 'History Coloring Pages for First Grade.'

Activity 3: Model the Story

In the story, Dorothy Dix became a teacher.

- Teach a family member or friend about this chapter.
- Tell them about the story of Dorothy Dix.
- Ask them the answer questions about the story you told

Review Questions

1. **Why did Dorothy live with her grandmother?** So lived with her grandmother to escape the neglect of her parents and attend school.
2. **What did Dorothy do with her grandmother's barn?** She used the barn to start a school for poor children.
3. **How did Dorothy help mentally ill people?** She helped to pass laws to ensure mentally ill people were treated humanely.

Lesson 48 Guide: The Author of 'Little Women'

Directions

Study the lesson for one week.

Over the week:

- Read the story multiple times.
- Review the synopsis.
- Study the vocabulary words.
- Learn the concepts.
- Complete the enrichment activities.
- Study the review questions.

Synopsis

As a little girl, Louisa May Alcott ran wild in the streets. One day, she got lost. The town crier went around the town, ringing his bell, and telling people about the lost little girl. Louisa heard the crier and was returned home. The next day, Louisa's parents tied her to the couch to keep her from running wild in the streets. Louisa was wild, but she was also hard-working and creative. Louisa made doll clothes and sold them. Louisa turned old fairy tales into plays. She and her siblings put on the plays in their old barn. Louisa's family was very poor. Louisa wanted to make money, but she was busy doing the housekeeping for her family. Eventually, she became an author, writing the classic tale 'Little Women.' Louisa became famous, and her family had plenty of money to live on.

Vocabulary

- **Beggar:** A person, typically a homeless one, who lives by asking for money or food.
- **Town Crier:** A person employed to make public announcements in the streets or marketplace of a town.
- **Frock:** A woman's or girl's dress.
- **Hayloft:** A raised room over a stable or barn used for storing hay or straw.
- **Obedient:** Doing what people in authority say.

Concepts

In the story, Louisa ran wild in the streets and became lost. Imagine you are at a crowded shopping mall and can't find your family. What should you do?

1. Find someone who works in a store or a security guard.
2. Tell the worker or security guard that you are lost. Tell the person your name and your family members' names.
3. The worker or guard should have an announcement made over the loudspeaker, so your family can come find you.
4. If you are at a place where there are no workers, security guards, or police, ask another parent who has their kids with them for help.

Enrichment Activities

Activity 1: Narrate the Story

After reading or listening to the story, narrate the story events aloud using your own words.

Activity 2: Color the Story

Color the drawings and complete page 54 of 'History Coloring Pages for First Grade.'

Activity 3: Color the Story

Color the drawings and complete page 55 of 'History Coloring Pages for First Grade.'

Activity 4: Color the Story

Color the drawings and complete page 56 of 'History Coloring Pages for First Grade.'

Activity 5: Recite the Story

Recite the poem excerpt from the story shown below:

'Queen of my tub, I merrily sing,
While the white foam rises high,
And sturdily wash and rinse and wring,
And fasten the clothes to dry;
Then out in the free fresh air they swing,
Under the sunny sky.'



Review Questions

1. **How did the town crier help find little Louisa when she was lost?** The town crier rang his bell and walked the town, calling out about a lost little girl.
2. **What did Louisa sell as a young girl?** Louisa sold doll clothes.
3. **How did Louisa make money as an adult?** Louisa became an author.
4. **What is 'Little Women?'** 'Little Women' is the famous book that Louisa wrote.