

Trail Guide to Learning Curriculum Series

*Paths of Exploration: Daniel Boone Unit*

by Debbie Strayer and Linda Fowler

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Third Edition

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## **DEDICATION**

We dedicate this book to all those who have bravely chosen to follow the path that the Lord laid before them, in spite of the time, sacrifice and faith it takes to do so. And most especially—to every mom who picks it up and breathes a sigh of relief. May it be a blessing to your family!

-Debbie Strayer & Linda Fowler



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## ★ INSTRUCTIONS ★

Welcome to the third edition of *Paths of Exploration*, a six-book unit study curriculum replacing the two-volume set in previous editions. In addition to improvements in games (color, tear-out game pages), ease of use (separate books rather than two heavy volumes), and updated layout design, we have simplified some aspects for the user.

### *Paths of Exploration* Web Page

One key change is the implementation of a special web page with links to all things related to *Paths of Exploration*. This page includes:

- Detailed instructions
- Corrections and updates (check here for updates before starting the unit)
- Links to Facebook and user groups
- Links associated with lessons in this book

The web address for this page is: [www.geomatters.com/pages/poe](http://www.geomatters.com/pages/poe).

When the curriculum text or margin notes refer you to the “links page,” this is where you go to access those supplementary sites. From there, simply find the lesson and part associated with the unit you are teaching, and visit a website that enhances your study. Be sure to bookmark this page for easy access throughout the unit.

What follows are the basic instructions on teaching this unit. For more background information about the Trail Guide to Learning Series, detailed instructions for using *Paths of Exploration*, author’s philosophy, and in-depth descriptions of each section, visit the web page above. You can read online or download to computer, mobile, or tablet.

### Units

*Paths of Exploration* is a one-year, multi-level curriculum covering the exploration phase of American history. It is divided into the following six units:

**Columbus   Jamestown   Pilgrims   Daniel Boone   Lewis & Clark   Trails West**

Though intended to cover a 36-lesson school year, each six week unit can effectively be studied independently (except Trails West, which includes reviews of each of the previous five units). Units are arranged in six lessons with five parts each and are designed to take about a week—but we encourage you to adjust the curriculum’s schedule to fit the needs of your students. Even though one part generally takes one day to complete, with one lesson taking a week, do what works for you. Keep in mind that this curriculum is your servant, not your master.

### Enrichment Activities

Every Part 5 contains Enrichment Activities that serve two main purposes. Use them throughout the lesson to help your older students (sixth grade and up) go deeper with the subject matter. Younger students who complete the lessons quickly, or who simply enjoy learning on a more in-depth level, can use the Enrichment Activities as well.

### Grade Levels

All six *Exploration* units target grades 3, 4, and 5. In most assignments, the recommended activity levels are noted with icons: 🐾 for grade 3 🦋 for grade 4 and 🖐️ for grade 5. **If there is no icon (or trail marker) present, the activity is intended for all levels.** You can flex within these levels to customize assignments according to your students’ interests and abilities.

This curriculum can be easily adapted for second grade abilities by reducing reading assignments and substituting oral responses for written work. If you prefer more detailed instructions for your younger students, there is a thoroughly scripted younger extension (*Paths of Exploration Junior*), intended for families with additional children in kindergarten through grade 2.

Sixth graders can be accommodated and challenged through increased reading and writing and through the provided Enrichment Activities mentioned above. For more specific guidance and instruction, there is an older extension intended for families with additional students in grades 6 and 7.

Please note that both the younger and older extensions require the use of the main teacher guides and do not work independently.

### Answers & Appendix

Answers to questions asked within the lesson text are marked with a superscript number and are located on the last page of each lesson. Answers to games are found in the appendix. The appendix also contains teacher aides, such as the Unit Summary, Lesson At A Glance planners, skills and topics charts, and instructions for games and projects.

### Margin Notes

Margin notes appear in the text for several reasons, including to offer encouragement, expand or recall instructions, and explain teaching strategies. Think of them as your teacher guide, and be sure to read them all as they appear. Sometimes the margin note is repeated a second time as a helpful reminder for those who may have missed it the first time.

### Lapbooks

Lapbooks are optional resources that are available to accompany each unit in *Paths of Exploration*. The lapbooks were created to build and review the concepts and content taught by the curriculum, with hands-on reinforcement. If you use lapbooks, those activities are designed to replace any corresponding Student Notebook assignments, particularly for younger students. They may also be beneficial to many older students who prefer a more hands-on approach to learning, or for review. Assignments that have corresponding lapbook activities are indicated by the symbol shown on this page.



★ LAPBOOK ACTIVITY ★

## ★ LESSON CONTENTS ★

Basic instructions on teaching the different subject sections in this unit are provided below. There are more detailed instructions and tips for teaching at the website provided on page 7.

### Steps for Thinking

Since a primary focus of the Trail Guide to Learning Series is to develop and sharpen your student's ability to think, each lesson in *Paths of Exploration* begins with several **Steps for Thinking**. These are the big ideas demonstrated through the reading, discussion, and other activities of the lesson. Explain each step to your child, and discuss any ideas or questions he may have. You will revisit the steps regularly, so look for opportunities to connect examples to the concepts whenever possible.

### A. Copywork & Dictation

Copywork and dictation activities provide a consistent method for students to see, hear, and write language correctly. It is a simple, natural first step in learning language skills. Copywork is generally assigned for third and fourth graders and dictation for fourth and fifth grade; however, do what works for your student. Start this



activity slowly, and don't rush it! Be aware that meeting your child's individual need to successfully complete the assignment is more important than rushing to keep up with a suggested schedule.

If handwriting is particularly frustrating and difficult for a student, try different writing tools and surfaces. If your student continues to experience difficulty, it is perfectly acceptable to allow him to type the passages. This is also an acceptable approach for the older student who prefers typing to handwriting. The goal is for your student to see the words, hear the words, and write the words. Know this: it is more important for students to learn the reading, grammar, and spelling mechanics that result from dictation and copying than it is to write the passage by hand.

### B. Reader

The natural method of learning continues in this section with the reader assignments. Each reader is coordinated with the unit and provides a ready-made history lesson. The lives of real people become linked to places and events. In turn, this connection brings character and convictions to light, as well as great adventures and drama. Great examples of mechanics and word usage flow naturally from the readings, and phonics principles, spelling patterns, and vocabulary come from the wellspring of literature.

Younger students are instructed to read their assignments aloud in order to build reading fluency. Fluency, or the ability to read something effortlessly, is also an important part of comprehension. If a student can read a passage aloud with expression, correct phrasing, and attention to punctuation, it is much more likely that he will understand the meaning of the passage.

Every student is to read or listen to **both** literature selections for the unit. Reading or hearing the two perspectives adds richness to the stories and depth to the understanding of the events and circumstances of the times. Critical thinking skills build as the two related stories allow students to compare and contrast to find similarities and differences.

### C. Read-Aloud, Discussion, Narration, & Reflective Writing

Most parents agree that it is beneficial to read aloud to young children to develop pre-reading skills. But the benefits don't stop there. Reading aloud to children of all ages is one of the easiest, most enjoyable, and most effective ways to share ideas and begin thoughtful conversations. Since students do not have to worry about decoding during read-aloud time, they can focus totally on the meaning of what they are hearing. This allows them the opportunity to think about the ideas and information being presented and to formulate their own thoughts. It prepares them to respond to what they have heard through discussion, retelling, or reflective writing. These skills form a natural way for teachers to see what their students have understood from passages read aloud.

### D. Word Study

This section exists to equip students with strategies to gain meaning from unfamiliar words and to begin gently introducing the basic elements of language mechanics. This information must be connected to other learning in order to remain with children on a long-term basis. For that reason, the best time to teach them about phonics, word usage, mechanics, vocabulary, spelling, and grammar is when they read a word or hear it used in a story. Word study activities occur in every lesson, taking advantage of the opportunities presented in the literature to connect meaning and structure for your students.

**Vocabulary** is a focus of this curriculum as students make and collect cards with words and meanings listed. The purpose of this activity is not memorization or dictionary skills, but understanding. By building an awareness of new or unusual words, you are teaching your students an important strategy for understanding what they have read or heard. New vocabulary words are in **bold** type throughout the curriculum and appear in the context of a

lesson or story. This helps students recognize the connection between the way a word is used and its meaning. This is an important reading strategy called using context clues. Completing the vocabulary activities reinforces the importance of learning and using new words as students read, write, discuss, and retell.

**Spelling** is a skill that has several components, such as perceptual ability and memory. Some individuals are naturally talented at spelling, and some are not. The goal of the spelling assignments is to help your students make connections to meaning, phonics, and word patterns. Memorizing a list is not as valuable to students as increasing their ability to comfortably write words that express their understanding and opinions. The goal, then, is to increase their ability to recognize and spell more words correctly—not just to be able to spell a new word correctly for a week or two and then forget it.

**Grammar** study in *Paths of Exploration* is approached in the most natural and meaningful way possible—through the children’s literature. As students engage in Grammar Scout searches and activities, they become familiar with fundamental language mechanics in an unthreatening, realistic way. They are given opportunities to see parts of speech modeled in actual stories or through games, which prove far more effective than pages of artificial activities.

### **E. Geography, Science, & History**

Making connections is an important part of this curriculum, and the studies of geography, science, and history are naturally connected. The knowledge of one area contributes to knowledge in the other areas. By considering the linkage of subjects in real life, connections readily occur for the students. This helps them add to what they know when they encounter new information. It also helps students remember what they have learned.

Geography is the study of maps and places, the impact of people who live in those places, and their cultures and worldviews. It is the umbrella under which science and history connect. For example, science in *Paths of Exploration* is mostly (but not entirely) devoted to the study of plants, animals, and habitats the explorers encountered when they journeyed to new areas. Likewise, events in history come alive within the context of geography—the places where things happened, the people who lived there, how worldviews impacted events, and how cultures changed.

### **F. Writing, Drawing, Art, & Doing**

Learning new concepts should inspire a response. Since you are not limited to conventional school-type methods, you can employ an array of effective and enjoyable ways to gain and respond to information. Hands-on activities and projects are powerful teachers, and those included in this section naturally reinforce various themes in the lessons and strengthen thinking skills.

### **G. Independent Reading**

This is an important part of each student’s daily schedule. It provides regular practice for word study, thinking skills, and, of course, reading ability. Though you may be tempted to skip this activity to save time, please don’t!

## ★ STUDENT NOTEBOOKS ★

This book is your teacher guide with scripted lessons for your children. However, each student also needs a set of student notebook pages to complete his or her assignments. Maps, charts, and other activities assigned in the textbook are included in the notebook pages in an easy, ready-to-use format for the student. The Student Notebook pages are available in your choice of printable digital files or grade level ready-to-use printed pages.

Bear in mind that the Student Notebook is not only a vital part of the curriculum, but it also provides a **portfolio** of your student's work. A portfolio is often the best possible written measure of student achievement, and completion of the Student Notebook creates an excellent, consecutive record of student work in reading, writing, geography, history, science, and art.

## ★ GETTING STARTED ★

### Materials

Before beginning a lesson, look at the Materials List in Part 1 to be sure you have what you will need to complete the regular activities. Besides the required books and other key resources, many lessons require the use of additional items you should keep on hand:

highlighters	scissors	glue	tape	ruler
dictionary	thesaurus	index cards	colored chalk	construction paper
three-hole punch	colored pencils	timing device		

### Student Notebook Pages

If you are using digital files for the Student Notebook, either print all the pages for your child's level before you begin the unit, or print lesson by lesson. Give students the notebook pages they need at the beginning of each lesson or week. Organize the student notebook in a three-ring binder with tabs for each of the six lessons.

### Reading Assignments

Because various editions of the same book often have different page numbers, the reading assignments in this unit include the first and last words of each passage. Mark reading assignments ahead of time in pencil so that the flow of your school is not interrupted with finding beginning and ending points.

### Updates & Corrections

Occasionally, a reader or other required resource goes out of print. When this happens, we locate a suitable substitute and write new lessons for that section. Sometimes, when a book is reprinted by the publisher, the newer edition page numbers no longer match up to our assignments. When this happens, we create an updated sheet with new page numbers. All corrections and updates are located on the web page below.

Check the updates page before you begin this unit to see if there are any changes that you may need to incorporate.

### Support

The Trail Guide to Learning series Yahoo! user group gives you an opportunity to be a part of the community of those who are traveling the Trail. Post questions, share experiences, and read the thoughts of others who are using our materials with their families.

Facebook is a great place to connect with us for news and info about the curriculum or to just post a comment about your experience using the Trail Guide to Learning series.

You can connect to the group and Facebook page from the web page shown below and mentioned at the beginning of these instructions, [www.geomatters.com/pages/poe](http://www.geomatters.com/pages/poe).

## ★ REQUIRED RESOURCE LIST ★

The following materials are required for use with Unit 4: Daniel Boone in *Paths of Exploration*.

Daniel Boone Student Notebook pages  
*Daniel Boone, Young Hunter and Tracker* by Augusta Stevenson  
*Daniel Boone, Frontiersman* by Janet & Geoff Benge  
*1911 Boy Scouts Handbook*, published by Dover  
*Profiles from History, Volume 1* by Ashley M. Wiggers  
*North American Wildlife Guide* published by Reader's Digest  
*Eat Your Way Around the World* by Jamie Aramini  
*Classroom Atlas* published by Rand McNally  
*United States History Atlas* published by Maps.com  
Large-scale U.S. and World Outline Maps

## ★ OPTIONAL SUPPORTIVE RESOURCES ★

The following materials are not required to complete the curriculum but are valuable additions. You can find more information about these supportive resources on the web page, [www.geomatters.com/pages/poe](http://www.geomatters.com/pages/poe).

*Paths of Exploration* assessments: Coupled with your daily observations and interactive discussions and games, assessments provide ample material upon which to base an accurate evaluation.

*Light for the Trail* Bible supplement: This optional Bible supplement is designed to enable students to make real-life connections between the content of the curriculum and the lessons of Scripture.

Lapbooks: Creative, hands-on, notebooking project folders

Older Extension: Lessons for six units (for sixth and seventh grades) and readers

*Paths of Exploration Junior*: Six units (for kindergarten through second grade) with associated resources

*“Don’t measure learning by the grade, score or product,  
measure it by the heart. That way you find you have  
lifelong partners in learning.”*

- Debbie Strayer

*Enjoy the Journey!*

## Lesson 1: Part 1



STEPS **FOR** THINKING

1. Every person has abilities and interests. What you like to do or learn about as a child may help you find your calling as an adult.
2. An explorer must know as much as possible about the land, people, and wildlife in an area in order to make good decisions.
3. An explorer must use the resources he can find to survive.

## A. Copywork &amp; Dictation

*Language Skills, Thinking Skills*



Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Now read the passage aloud, or ask your teacher to read it to you.

-  Copy or write as your teacher dictates page 11, paragraph 1 (“Land Sakes!...”) in *Daniel Boone, Young Hunter and Tracker*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
-  Copy or write as your teacher dictates page 11, paragraph 2 (“All the next...”) in *Daniel Boone, Frontiersman*. When you are finished, compare your copy to the text, and make any needed corrections.

## B. Reader

*Language Skills, Thinking Skills, History*

*Daniel Boone, Young Hunter and Tracker*: pages 11 (“Bears, Bees, and Honey Trees”) through 19 (“...driven them out.”)

-  Read or team-read the first two pages of the above assignment aloud, then listen as someone else reads the remainder.
-  Read or team-read the above assignment aloud.

## ★ MATERIALS ★

- *Daniel Boone, Frontiersman*
- *Daniel Boone, Young Hunter and Tracker*
- *1911 Boy Scouts Handbook*
- *United States History Atlas*
- *Eat Your Way Around the World*
- Dictionary
- Library or Internet access
- Student Notebook
- Index cards and markers
- Scissors
- Spelling aids: colored chalk, dry erase board and markers, modeling clay, water-based paint and paper, etc.
- Plain or construction paper
- Paste
- Timing device
- Ingredients for recipe (Parts 3 and 5)

Additional resources for Enrichment Activities are found in Part 5.

C.

Since your child has practiced narration, or retelling, for three units, he will now begin to reflect on what he knows in writing. The writing in this activity is meant to help your child put what he has learned into words. Information needed to answer the questions can be found in the read-aloud assignments. The length of writing is not as important as giving a clear answer. Encourage your child to use words from the question as a word bank to help him begin writing his answer.

D.

For spelling practice, you can use colored chalk, a dry erase board and markers, modeling clay, water-based paint and paper, typing, or anything else you have found helpful in reinforcing the learning process.

If you or your child would like to add a greater degree of difficulty to any of the spelling lessons, choose words from the Challenge Spelling list (in the appendix) for the lesson you are on. The words on this list are taken from the unit's literature.

C. **Read-Aloud/Reflective Writing** *Language Skills, Thinking Skills, History*  
*Daniel Boone, Frontiersman*: pages 9 (Chapter 1) through 17 (“... rabbit at ten yards.”)



Listen as your teacher or someone else reads the above assignment.



Read the first two pages of the above assignment aloud, then listen as your teacher reads the remainder.

**All Levels:** *Reflective writing* means thinking about your answer to a question and then writing it down using complete sentences. Listen carefully as your teacher reads the questions below, and then write your answers in your Student Notebook. Try to include as many details as possible. Remember, if you don't know how to start your answer, use words from the question to help you begin.

In today's read-aloud, there was a smallpox outbreak when Daniel was a young child. That meant he and his sister couldn't go out to play, but had to stay inside the cabin with the rest of the family.



What did five-year-old Daniel and seven-year-old Elizabeth decide to do in response to having to stay inside? Was this a wise thing to do, or a foolish thing to do? Why do you think so?



Why do you think Daniel did this?



How does the last paragraph in Chapter 1 of *Daniel Boone, Frontiersman* relate to the beginning of Chapter 2? Do you think Daniel's dreams of life outdoors as a child matched with the events in Chapter 1?

D.

**Word Study** *Spelling, Phonics, Vocabulary*

You have begun a new unit about Daniel Boone. The words you work with over the next few lessons will help you to read and write about him and the events in his life.

Read the names below, and then practice copying them in your Student Notebook:

Daniel Boone  
Squire  
Sarah  
Jonathan  
Israel  
Elizabeth  
Samuel  
woodsman

Use the above list for your spelling words in this lesson.

 Add the following words to your list:

neighbor  
disease

 Add the following words to your list:

Pennsylvania  
Kentucky

Challenge Words: Boonesborough  
mischievous

**Tip:** *If you are having trouble remembering how to spell a long word, count the number of letters in the word. Then, every time you write or spell it, check to see that you have included the right number of letters. It's a great way to proofread your word.*


### Geography


*History, Thinking Skills*

Historical maps tell about where people lived and events that took place in certain areas at certain times. Look at the Native American Cultures, 1500s map on page 5 in the *United States History Atlas*. By looking at its title, what do you think this map tells about? Remember, our country hadn't been established as the United States of America at that time. That's why there are no lines that mark the different states.

Look at the box in the lower left corner. This is called the **legend**, or key to the map. The information in the key helps you understand the information given on the map. What does the key on this map say?

With your teacher's help, find the place where you live. Using the key, discuss what cultural region your home is in. What Native American tribe lived closest to your home?

 When you look at the map and see all the different Native American cultures listed, the country seems to have been quite full before the colonists arrived. Why do you think the explorers and colonists who came to the New World felt that the country was not settled?<sup>1</sup> Talk with your teacher and think of some ways that the colonists used the land differently from the Indians.<sup>2</sup> Most Native American cultures did not feel that the land belonged to people—how is this different from the colonists' viewpoint?<sup>3</sup> Do these differences seem like potential problems for the Indians and colonists?<sup>4</sup>

 A person's worldview affects what he considers to be fair or just. Write what you think each group would have said was fair for the use of the land and its resources. Then list any **compromises** that you think would have helped these two groups get along.



★ LAPBOOK ACTIVITY ★

The small superscript numbers that appear after some of the questions in this book refer to answers found in the answer key, which is located immediately after Part 5.





Quicksight: If five seconds is not long enough for your child to be successful, you may start with a greater length of time, such as twenty seconds. Keep track of your child's times and scores, and make it a goal to gradually work down to five seconds. This is a good way to see progress in his ability to focus and remember.

Compromise is a way to settle disagreements by each person giving up some of what he wants. If you think that their worldviews, or beliefs, were too different for them to get along, you can say that too.

**Doing***Thinking Skills*

Read the second section (Observation Practice) on page 148 of the *1911 Boy Scouts Handbook*. It talks about the way to build observation skills. These skills were necessary for a woodsman or explorer who needed to find food to eat, keep an eye out for unfriendly people, or spot the tracks of an animal or person.

Now turn to pages 298 and 299 of the handbook and read about a game called "Quicksight." You will find a sample board in your Student Notebook. Gather five each of two different objects (rocks, shells, pebbles, etc.) to use on the board.

Play Quicksight with others in your family.


**Independent Reading and Review***Language Skills*


Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:

Every person has \_\_\_\_\_ and interests. What you like to do or learn about as a child may help you find your \_\_\_\_\_ as an adult.

Choose four words from this lesson's spelling list, and draw a simple picture in your Student Notebook that describes each one.

When you're finished, with your teacher's help, find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

 25 minutes

 30 minutes

Over time, it's fun to see how much you have read. Be sure to write down what you read today on the Reading Log in your Student Notebook.







## Lesson 1: Part 2

## A. Copywork &amp; Dictation

*Language Skills, Thinking Skills*



Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Now read the passage aloud, or ask your teacher to read it to you.

-  Copy or write as your teacher dictates page 23, paragraph 1 (“The Boones were...”) in *Daniel Boone, Young Hunter and Tracker*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
-  Copy or write as your teacher dictates page 19, paragraph 3 (“It wasn't...”) in *Daniel Boone, Frontiersman*. When you are finished, compare your copy to the text, and make any needed corrections.

## B. Reader

*Language Skills, Thinking Skills, History*



*Daniel Boone, Young Hunter and Tracker*: pages 20 (“Of course ...”) through 27 (“...the mantel shelf.”)

-  Read or team-read the first two pages of the above assignment aloud, then listen as someone else reads the remainder.
-  Read or team-read the above assignment aloud.

## C. Read-Aloud &amp; Discussion


*Language Skills, Thinking Skills, History*

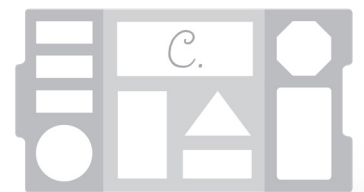
*Daniel Boone, Frontiersman*: pages 18 (“During the summer...”) through 26 (“...a ‘disorderly marriage.’”)

-  Listen as your teacher or someone else reads the above assignment.
-  Read the first two pages of the above assignment aloud, then listen as your teacher reads the remainder.

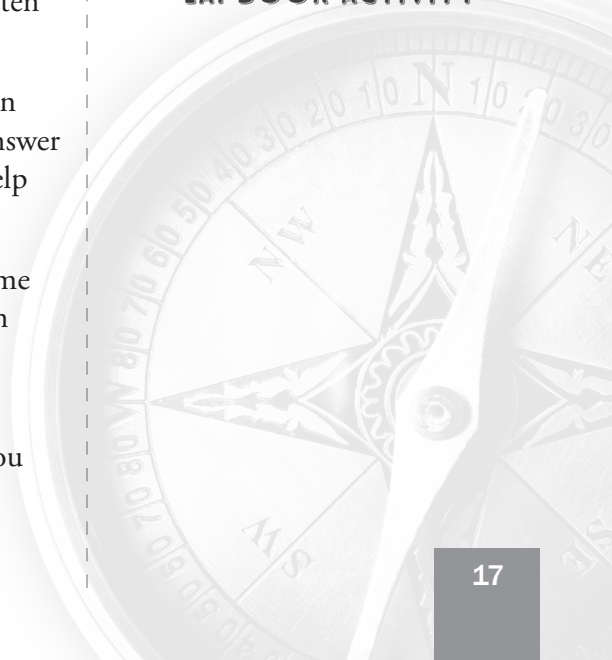
**All Levels:** Listen as your teacher reads the following discussion question(s). Think about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answer.

The time Daniel spent with his mother in Oley was a happy time for him. What did he do while he was there? What did he learn about himself?

-  Daniel decided to go hunting at night without his parents' permission. Tell what the story says happened that night. Do you think Daniel did the right thing in regard to his father's horse?



★ LAPBOOK ACTIVITY ★



What do you think he should have done after the horse was killed? Have you ever felt badly about disobeying your parents? Tell what happened and what you learned.

- ✎ Daniel's foolish behavior had not yet hurt another person. What prank did he play on his brother-in-law, George Wilcoxon? What was the result of the trick Daniel played on George? Daniel was fortunate that he didn't get into more trouble. Even though his actions were foolish and disobedient, what do they show you about Daniel? What decision did Daniel make in regard to the use of guns? Define the words *prank* and *foolish*. Have you ever done anything you would consider foolish? What happened in the end?

### D. Word Study

*Spelling, Phonics, Vocabulary*

Practice the spelling words for this lesson by using your letter cards, colored chalk, a dry erase board and markers, modeling clay, water-based paint and paper, or typing.

Today you will begin a study of vocabulary words from your readers.

Read, or listen as your teacher reads, the following words for your level. Then find each one in your reader or read-aloud book, and tell your teacher what you think it means. Together with your teacher, look up the word in the dictionary—be sure to use the guidewords at the top of the pages to help find it. Read the definition and discuss it with your teacher. Finally, make a vocabulary card for each word and write the meaning that applies to the story on the back of it. Keep all the vocabulary cards from this unit together.

- 🐾 Find the following words in *Daniel Boone, Young Hunter and Tracker*:

**ravine** (1, 2nd)

**precipice** (1, 2nd)

**coaxing** (1, 2nd)

- 🐾 Add these words:

**scented** (1, 1st)

**intently** (1, 1st)

**mantle** (2, 2nd)

- ✎ Find the following words in *Daniel Boone, Frontiersman*. Copy the sentence from the story that contains each one into your Student Notebook, and underline the word. Then follow the directions above to look it up and make a vocabulary card.

**tumultuous** (1, 1st)

**rough-hewn** (1, 2nd)

**dutifully** (2, 1st)

**homestead** (2, 2nd)

**dispatch** (2, 2nd)

**exhilarating** (3, 1st)

D.

To help locate vocabulary words:

- Number the chapters in *Daniel Boone, Young Hunter and Tracker* by writing them lightly (in pencil) on the first page of each chapter.
- The **first number** in parentheses after each word indicates the **chapter** in which that word can be found;
- The **second number** tells you whether it is in the **1st or 2nd half** of the chapter (count the number of printed pages and divide in half).

## Science

*History, Thinking Skills, Writing*

When the first colonists arrived in the New World in the 1500s, they had to do without many things that were common to them in Europe. There were no houses, no roads, no stores, and no crops planted for food. Most of them were not expecting to find those things in their new home, but one thing they didn't find surprised them. There were no bees!

At first, even though the settlers might have enjoyed having a little honey to sweeten their food or to soothe their burns, having honey bees around didn't seem important enough to worry about. Later, in the early 1600s, as more people arrived in America and more crops were planted to feed the colonists, bees became critically important. They did not become important because of the honey they make, even though it has many uses. Instead, it happened mainly because farmers began to realize that their crops would grow much better and produce more food with some help from this little insect. So people began bringing hives of honey bees across the ocean to the colonies, and the bees did their part to make life better for the colonists.



Bees help crops to grow by **pollinating** the plants. This means that they gather **pollen**, a powdery substance made by flowers, and carry it to other plants. The pollen then helps the plant produce its fruit or vegetables, which in turn contain the seeds for more plants.

Because her body is covered with tiny, fine hairs, it is very easy for a bee to gather and transfer pollen. All she has to do is land on a flower and begin to eat its sweet nectar, which she loves. Before long, she has pollen all over her body—stuck to the little hairs. Next, she uses her front and middle legs to scrape and deposit the pollen into small sacs on her back legs, called pollen baskets, and then she flies to another flower. When she lands again, some grains of pollen from the first flower fall onto the new plant, and pollination occurs. This happens over and over again each day of spring and summer, with few breaks. Bees are famous for being hard workers.

The story in your reader, *Daniel Boone, Young Hunter and Tracker*, takes place in the early 1700s, which means that honey bees had only been in America for about 100 years. From your reading, do



### ★ LAPBOOK ACTIVITY ★


Each word in **bold letters** is considered a vocabulary word. It is a word that may or may not be new to your children. You can write these vocabulary words on index cards and use them for occasional review, but not for memorizing. Give your children the meaning of the words if they don't remember. Try to use the new vocabulary words during conversation, and encourage your students to do the same.


For your convenience, a master list of all the vocabulary words for this unit, along with their locations, is in the appendix.

Definitions are part of the sections where the words are used. Ask your children to write them on the backs of their cards. Also, when your students make a vocabulary card for this unit, have them write *DB* (for Daniel Boone) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

E.

you think that bees were doing well in their “new” home?<sup>5</sup> In your Student Notebook, write one or two sentences telling why you think so, or not.<sup>6</sup> What do you think might have happened to the colonists’ food supply if bees had never been brought to America? Write one or two sentences that tell what you think.

 In your own words, describe the process of pollination to your teacher. Do you think other insects could pollinate plants as well as bees?<sup>7</sup> In your Student Notebook, write one or two sentences telling why or why not.<sup>8</sup>

 At the library or, with your parent’s permission, on the Internet look up information about Colony Collapse Disorder, which was first recognized in the U.S. in 2006. In your Student Notebook, write a paragraph explaining the problem and some possible outcomes.


### Writing

*Language Skills, Thinking Skill*

One of the most important things about a story is where it takes place. When you know a story’s location, you can often understand a great deal about the things that happen in the story and why they happen. Knowing about the location, or **setting**, can help you understand things about the characters and events that may not be said directly in the story but have an effect on what the characters do.


Part of the setting is also the time the story takes place. To understand the story more fully you should know whether the story takes place in the past, the present, or the future. For example, if you know what Pennsylvania was like in 1750, then you can better understand what Daniel Boone did and why he did it. Trying to imagine Daniel’s actions in present day Pennsylvania would not make as much sense.


Stories can have one setting, or they can have more than one. Usually the settings that are especially important to notice are the ones that change during the story.

 Reread, or listen as your teacher reads, page 23 in *Daniel Boone, Young Hunter and Tracker*. Make a list or tell your teacher the things you learned about the setting, or location, where this story takes place.<sup>9</sup> Don’t forget to include the time when the story occurs.

How do you think the place where Daniel grew up affected him? What did he do for fun? What do you think he learned about? If you lived there, what would you like to do?

The **wilderness** is a place that has not been affected by people. It can seem very wild and untamed, like a jungle. It can also be a place where no one would want to go because it is such an unfriendly environment for people, like a big desert with no water.

 Choose another book you have read. Decide what the setting is. (There may be more than one.) Tell your teacher what you think.

 Reread page 18 (“During the summer...”) through the top of page 19 (“...prowled the area.”) in *Daniel Boone, Frontiersman*. This passage describes the land bought by Daniel’s father, where he and his mother went for the summer. Make a list of the things you learn about the setting in this part of the story. Don’t forget to include the time, place, and descriptions.<sup>10</sup>

How did Daniel feel about being at this property?<sup>11</sup> Why do you think he felt this way? How did he feel when his mother was gone?<sup>12</sup> How would you feel if you were in Daniel’s place?

Choose another book you have read. Make a list of at least three settings included in the story. Tell how you think each setting affected the story.


### *G.* Independent Reading and Review *Language Skills*

Look back at this lesson’s Steps for Thinking, and complete the following sentence in your Student Notebook:

An explorer must know as much as possible about the \_\_\_\_\_, people, and \_\_\_\_\_ in an area in order to make good \_\_\_\_\_.

Complete the Spelling Scramble game in your Student Notebook.<sup>13</sup>

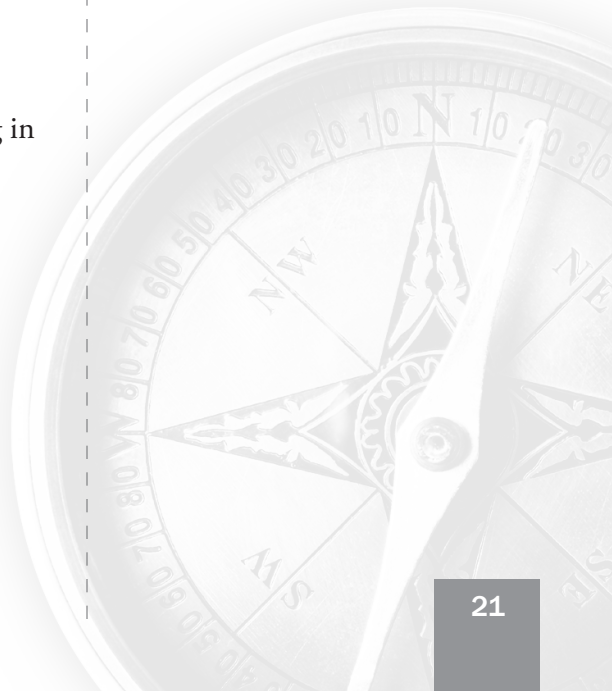
When you’re finished, with your teacher’s help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

 25 minutes

 30 minutes

Be sure to write down what you read today on the Reading Log in your Student Notebook.





## Lesson 1: Part 3

## A. Copywork &amp; Dictation

*Language Skills, Thinking Skills*

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Now read the passage aloud, or ask your teacher to read it to you.


 Copy or write as your teacher dictates page 35, paragraph 2 (“Squire Boone,...”) in *Daniel Boone, Young Hunter and Tracker*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.

 Copy or write as your teacher dictates page 33, paragraph 3 (“The Boone family...”) in *Daniel Boone, Frontiersman*. When you are finished, compare your copy to the text, and make any needed corrections.

## B. Reader

*Language Skills, Thinking Skills, History*

*Daniel Boone, Young Hunter and Tracker*: page 29 (“I wish something...”) through mid-page 38 (end of the section)

 Read or team-read the first two pages of the above assignment aloud, then listen as someone else reads the remainder.


 Read or team-read the above assignment aloud.

## C. Read-Aloud/Reflective Writing


*Language Skills, Thinking Skills History*

*Daniel Boone, Frontiersman*: page 26 (“This time Squire...”) through page 36, paragraph 1 (“...for the British.”)

 Listen as your teacher or someone else reads the above assignment.

 Read the first two pages of the above assignment aloud, then listen as your teacher reads the remainder.

**All Levels:** *Reflective writing* means thinking about your answer to a question and then writing it down using complete sentences. Listen carefully as your teacher reads the questions below, and then write your answers in your Student Notebook. Try to include as many details as possible. Remember, if you don't know how to start your answer, use words from the question to help you begin.

 How do you think Daniel felt about his family's move to North Carolina? What do you think he liked about their new home?


B.

**Team-Reading:**

Take turns reading aloud, paragraph by paragraph.

You should take the first turn, and alternate with your child for as long as he can read with few errors. You may stop taking turns when you and your child have read several pages, or you may continue for the length of the assignment. The length of each team-reading exercise depends on your child's ability to read aloud without frustration. When you decide to stop, you should finish reading whatever is left of the assignment aloud while your child looks at the words with you.

 What kind of reputation was Daniel gaining? What was named in his honor, and why?

 In pioneer times, Daniel was now at the age to start courting. He met a young lady named Rebecca Bryan at his sister's wedding. Tell how they got to know each other. How did Daniel "test" Rebecca?

**D. Word Study** *Spelling, Phonics, Vocabulary*

Syllables are the parts of a word, and each syllable makes its own sound. When you find the syllables in a word, it can help you read and spell that word.

Some words have one syllable, like the word *hop*. Since this word ends with a consonant after a short vowel, something must be done to make sure its meaning is still clear when an ending is added. For instance, if the ending *ed* is added directly to the word *hop*, it looks like this: *hoped*. But *hoped* is the past tense of the word *hope*, not *hop*. To make the past tense of *hop*, you need to double the consonant and then add the ending *ed*, like this: *hopped*.

Look at these words and add the ending *ed* to each one.<sup>14</sup> Make any other needed changes:

mop          tap          pet          clip

Now look at these words:


bullet          nodded          Dannie

When you look at a word and see two of the same consonant letters in the middle, and that word has two sounds, you divide the word into syllables between the double consonant letters. Also, the vowel just before those letters usually makes its short sound. Here are the same words divided into syllables:

bul/let          nod/ded          Dan/nie

 Read the following words and then divide them into syllables:<sup>15</sup>

padded          little          million  
hollow          attack          follow

 When an ending is added to a word it usually becomes another syllable, but only if it makes its own sound. Read the following words and divide them into syllables:<sup>16</sup>

happening          attackers          following

Now, say each of the following words. Decide if each word has one syllable or two, and then check your answers by looking the words

up in the dictionary.<sup>17</sup> Remember, to find out how to spell a word with an ending added, you have to look up the base word, or the word without the ending.

smelled	passed	buzzing	filled
sniffing	telling	hugged	begged

✎ Say the following words to yourself and try to decide how each one would be divided into syllables.<sup>18</sup> After you are finished, check your answers by looking the words up in the dictionary.

terror	surrounded	massive
moccasin	running	forgotten
suddenly	community	cinnamon
occasionally		

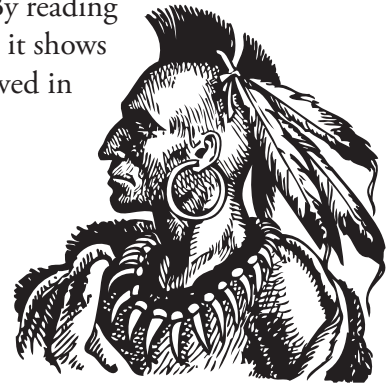
What is the same about each word?<sup>19</sup>

### Ⓔ. Geography

*History, Thinking Skills*

Historical maps often tell a story. Look at the Native American Cultures, 1500s map in the *United States History Atlas*. This is the map you used earlier in this lesson. By reading the title of the map, you can tell that it shows which groups of Native Americans lived in North America in the 1500s.

Now look at the Native American Nations, c. 1750 map in the *United States History Atlas*. This map tells another part of the story that began with the previous map. First, gather some information from the maps so you can learn more about the story




they tell. Be sure to look carefully at the keys on the maps. When you're finished, talk with your teacher about the following questions:


1. What year does each map tell about?<sup>20</sup>
2. How many years passed from one map to the other?  
(Hint: Subtract the earlier date from the later date.)<sup>21</sup>
3. What does each map tell about?  
(Hint: Use the titles for your answer.)<sup>22</sup>
4. What do you think changed during those 250 years to make the two maps look different?<sup>23</sup> What was still the same on both maps?<sup>24</sup> Why do you think those changes took place?<sup>25</sup>



5. **Culture** is the set of beliefs, customs, and products that set one group of people apart from another. A **nation** is a tribe or group of tribes. A **tribe** is a group of families or clans that have things in common such as beliefs, jobs, or interests. On the first map you looked at, the Native American groups are described as cultures. The second map describes the Native Americans as nations.

Why do you think the Native Americans are described as separate from one another (cultures) on the first map, and then described as similar (nations) on the second map? What seemed to make the Native American groups focus more on their similarities than their differences as time passed?<sup>26</sup>


 Use complete sentences to write answers in your Student Notebook for questions 1–4.

 Use complete sentences to write answers in your Student Notebook for all the questions.


### *F.* Doing

#### *Thinking Skills*

You have been learning about the importance of honey bees and several of the important things that they do. Now you are going to learn about their most well-known product, honey. Use an encyclopedia, the Internet (with your parent's permission), or other resources available at the library to learn about honey.

 In your Student Notebook, make a list of at least three facts you learned about honey. Tell your teacher where you found these facts.

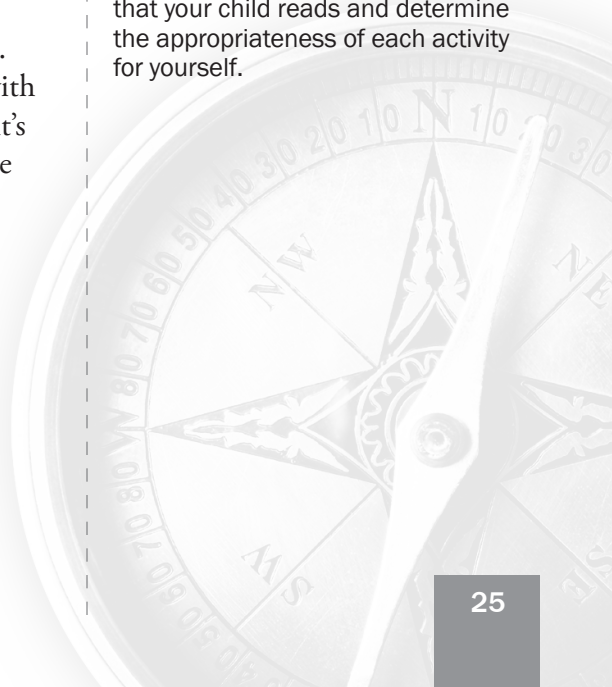
 In your Student Notebook, list four facts you learned about honey. Tell your teacher where you found them.

 In your Student Notebook, list five facts you learned about honey. Make a list at the bottom of the page telling where you found them.

**All Levels:** Make a recipe that includes honey as an ingredient. You can make the following recipe or choose another one. As with all cooking activities, be sure to do this activity with your parent's permission and, if needed, their supervision. After you make the recipe, taste the final product. Can you taste the honey?

The *1911 Boy Scouts Handbook* has been selected for use as part of the study of Daniel Boone. It is included because of its focus on developing skills useful in the out-of-doors. It also contains interesting information on a variety of topics, as well as providing insight into the development of young men in our country in the early 1900s. We are sure that there is more up to date information on many subjects that are addressed, such as health, campcraft, and first aid. Our purpose is not to give advice in any of these areas, but to learn about what was taught in the past. Please read over each section that your child reads and determine the appropriateness of each activity for yourself.

*F.*



**Honey Crunch**

- 1 cup sliced or slivered almonds
- $\frac{1}{3}$  cup honey
- 1 tablespoon butter
- 1 tablespoon grated orange peel
- Dash salt
- 2  $\frac{1}{2}$  cups corn flakes
- $\frac{1}{4}$  cup chocolate morsels (optional)
- $\frac{1}{4}$  cup flaked coconut (optional)

**Directions:**

In a heavy frying pan, combine almonds, honey, butter, orange peel, and salt. Cook over low heat, stirring constantly, until almonds begin to look a little golden. Remove from heat, and if you wish, stir in chocolate morsels and/or coconut. Add corn flakes and mix carefully. Spread on buttered baking sheet. When cool, break into pieces and enjoy!



Completing the reading log each day gives your student a sense of accomplishment, as well as the opportunity to work independently.

**Independent Reading and Review***Language Skills*

Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:

An explorer must use the \_\_\_\_\_ he can find to \_\_\_\_\_.

Complete the Spelling Search game in your Student Notebook.<sup>27</sup>

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

-  20 minutes
-  25 minutes
-  30 minutes

Be sure to write down what you read today on the Reading Log in your Student Notebook.



## Lesson 1: Part 4

*Teaching Tip*

There is an increased level of effort required as students progress through the units of *Paths of Exploration*. As students become used to the procedures used in this curriculum and become more capable and mature, it is appropriate to ask more of them. Make any adjustments needed to fit your student's personal abilities, but encourage him to attempt new things as well.

## A. Copywork &amp; Dictation

*Language Skills, Thinking Skills*

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Now read the passage aloud, or ask your teacher to read it to you.

- 🐾 Copy or write as your teacher dictates page 42, paragraph 3 (“Daniel was...”) in *Daniel Boone, Young Hunter and Tracker*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👉 Copy or write as your teacher dictates page 37, paragraph 2 (“After a week...”) in *Daniel Boone, Frontiersman*. When you are finished, compare your copy to the text, and make any needed corrections.

## B. Reader

*Language Skills, Thinking Skills, History*

*Daniel Boone, Young Hunter and Tracker*: mid-page 38 (“Tracking, Listening, Calling”) through mid-page 48 (end of the section)

- 🐾 Read or team-read the first two pages of the above assignment aloud, then listen as someone else reads the remainder.
- 👉🐾 Read or team-read the above assignment aloud.

## C. Read-Aloud/Discussion

*Language Skills, Thinking Skills, History*

*Daniel Boone, Frontiersman*: page 36, paragraph 2 (“Before the troops...”) through page 46, paragraph 1 (“...suit Daniel one bit.”)

- 🐾 Listen as your teacher or someone else reads the above assignment.
- 👉 Read the first two pages of the above assignment aloud, then listen as your teacher reads the remainder.

**All Levels:** Listen as your teacher reads the following discussion question(s). Think about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answer.

- 🐾 What was Daniel good at as a young man? Do you think that his love of the outdoor life helped him become a good hunter? What do you enjoy that you have become good at doing?
- 👉 How did Daniel's skill as a hunter help those around him? What do you think other people thought of Daniel? What would you like to become more skilled at doing?

✎ Daniel seemed to know at an early age what kind of life he wanted to lead. He also seemed to know what kind of people he wanted to be around. Do you think that Daniel's test of Rebecca was a good idea or a bad idea? Why do you think that? How do you know if someone is good for you to be around?

**D. Word Study** *Spelling, Phonics, Vocabulary*

Practice the spelling words for this lesson by using your letter cards, colored chalk, a dry erase board and markers, modeling clay, water-based paint and paper, or typing. When you feel like you know a word, write it in your personal dictionary.

Read, or listen as your teacher reads, the following words for your level. Then find each one in your reader or read-aloud book, and tell your teacher what you think it means. Together with your teacher, look up the word in the dictionary—be sure to use the guidewords at the top of the pages to help find it. Read the definition and discuss it with your teacher. Finally, make a vocabulary card for each word and write the meaning that applies to the story on the back of it. Keep all the vocabulary cards from this unit together.

 Find the following words in *Daniel Boone, Young Hunter and Tracker*:

**seized** (2, 2nd)

**gloomy** (3, 1st)

**pounce** (4, 1st)

 Add these words:

**moccasins** (2, 2nd)

**delighted** (3, 1st)

**astonished** (4, 1st)

✎ Find the following words in *Daniel Boone, Frontiersman*. Copy the sentence from the story that contains each one into your Student Notebook, and underline the word. Then follow the directions above to look it up and make a vocabulary card.

**fretting** (3, 2nd)

**wilderness** (3, 2nd)

**elusive** (3, 2nd)

**regiment** (4, 1st)

**sporadic** (4, 2nd)

**traditional** (5, 1st)

**E. Science** *Thinking Skills, Art*

It may seem hard to imagine, but there are more than 25,000 different **species**, or kinds, of bees throughout the world. In some ways all bees are alike, and in other ways they are very different. Not all bees live in large groups like the honey bee. In fact, most kinds are “solitary” bees, meaning they live more or less alone except for their offspring. However, all the different types collect pollen and nectar, and each is attracted to various flowers and plants, which they pollinate. Some bees are gentle, and some are fierce; some sting, some bite, and some have no way to defend themselves;

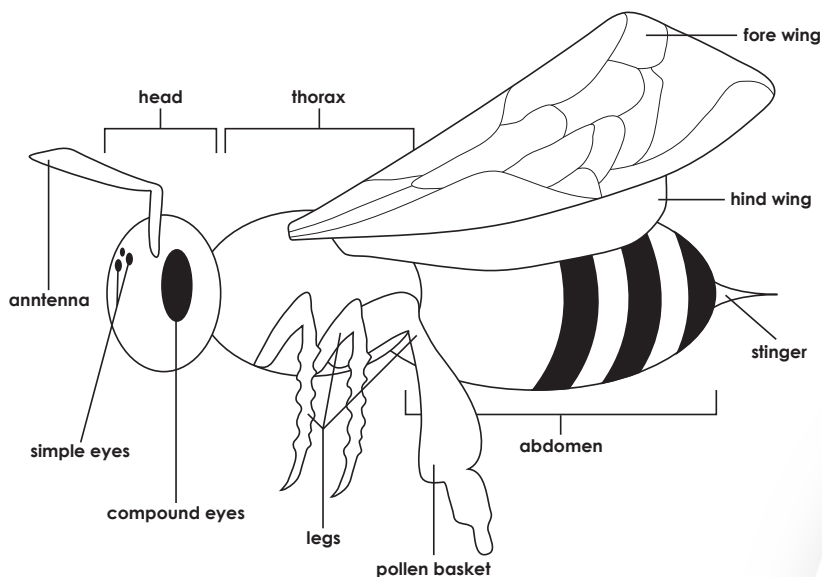
some live in trees, and some live on the ground. Even honey bees are divided into eight or ten different kinds.

Even though bees come in many different sizes, their bodies are all built the same way. Since bees are insects, they have six legs and bodies that are divided into three sections, called the head, the abdomen, and the thorax. They have two sets of wings that grow so closely together they're hard to tell apart, and their antennae are used to "smell," touch, and sense vibrations. They actually have five eyes—two large ones that are very easy to notice, and three tiny ones set in the upper-middle of their heads. Their large eyes are called *compound eyes*, because they are made up of thousands of tiny lenses, and their small eyes are mainly just sensitive to light.


Look at the labeled picture of a honey bee below. Use the Honey Bee Pattern in your Student Notebook to trace and cut out one of each body part. You may use plain or construction paper.


Paste the pieces in your Student Notebook to make your own honey bee diagram. Draw lines to the different parts listed below, and label each one. When you are done you may use a marker to draw in the large eyes and any other things you notice about the honey bee. Then, color your bee with crayons or colored pencils.

head	thorax	abdomen	fore wing
legs	stinger	pollen basket	hind wing



It is interesting that honey bees do not have the bright yellow and black coloring that you think of when you think about bees. Only the bumblebee has that coloring—other bees are much plainer! Honey bees are more golden- or reddish-brown and black.

 In your Student Notebook, make a list of all the differences you can think of between various kinds of bees.<sup>26</sup> Make another list of some of the ways you have learned that bees are alike.<sup>29</sup>


 At the library or, with your teacher's permission, on the Internet learn more about about a bee's head, thorax, and abdomen. Then in your Student Notebook, write down as many things as you can remember about these body parts.


### *F.* Writing

*Thinking Skills, Language Skills*


*Expository writing* is writing that can tell how to do something. In Parts 1 and 3 of this lesson, you participated in several activities such as cooking with honey and playing a memory game. Now you will write about how you did one of them.

After you decide which activity you want to write about, talk with your teacher about what steps you took when you were cooking or playing the game. Next, make a list on a piece of scrap paper of the things you did. You may use single words or phrases for this list, just to help you remember what happened.

 Number the steps you wrote down in the order that they happened, and then write the list in your Student Notebook. This time, be sure to write the steps in complete sentences.

 When you write to tell someone what you did, you have to use special words so others will know what steps you took. Some of these words are *first*, *second*, and *finally*. One word people use too often when telling about what they did is the word *then*. You may use the word *then* in your writing, but try to use other words as well.

Number the steps you wrote down in the order that they happened, and write them on the graphic organizer in your Student Notebook. Look at your list and choose the main ideas you see. Once you have chosen them, write a short paragraph about each one. Remember to use words like *first*, *second*, *then*, and *finally* to keep the events moving along smoothly.




 Now do this same writing exercise for another activity in which you have participated. It could be something like playing a game or doing a chore.

**G. Independent Reading and Review**

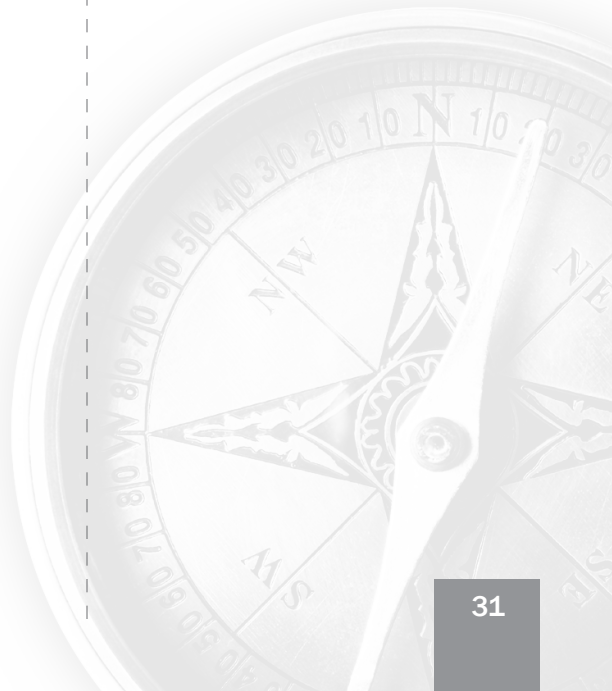
Look back at the Steps for Thinking in Part 1, and discuss them with your teacher. Follow the directions below to choose one or more of the Steps, and give examples of how they were true in your reading, listening, or discussion for this lesson.

Try writing or typing your spelling words as your teacher or someone else dictates them. Check the list to see how you did, and spend some time reviewing any words not spelled correctly.

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read.

-  Choose one Step for Thinking and then read for 20 minutes.
-  Choose two Steps for Thinking and then read for 25 minutes.
-  Give examples for all the Steps for Thinking and then read for 30 minutes.

Be sure to write down what you read today on the Reading Log in your Student Notebook.



## Lesson 1: Part 5

This part is set aside for completion of any work left undone from the lesson and review of concepts and content. It is also a time to expand the work in the lesson by doing art, timeline activities, or games.

- Review the Steps for Thinking from the beginning of this lesson.
- Review the spelling words for this lesson. In your Student Notebook, write a sentence using each word that tells how it is related to the unit. For example, *Sarah Boone was Daniel's mother*. Do your best to write the spelling words correctly. After you have finished, check your sentences against the list in your Student Notebook and see how many spelling words you spelled correctly. Don't count off for other words that are misspelled. Remember, your goal is to improve, not necessarily get them all right immediately.
- Complete the Daniel Boone Word Search in your Student Notebook.<sup>30</sup>
- One of the most important skills for someone like Daniel was the skill of being observant. Play the game I Spy with your family. Try playing it in at least two different places, one smaller and the other larger. Count to see how many guesses it takes for others to find your objects.
- Talk with your teacher about beekeeping. Are there any beekeepers in your area? What kinds of honey are available from your area? You may want to check at a local produce market or health food store for more information. Try to find out the health benefits of honey. Then, turn to page 59 in *Eat Your Way Around the World* and, with your parent's help, make honey cookies.
- A regular hexagon has six sides that are the same size. Trace and cut out several hexagons using the models in your Student Notebook. Make designs using your hexagon shapes. The only guideline is that the hexagons should touch, but not overlap. Design your own honeycomb.

### Enrichment Activities

1. Daniel's family was Quaker. Read about the Quakers. What is their history? Where do they live nowadays? What do they believe? Do they have any beliefs that you disagree with? What strengths do you see in their beliefs?

To play I Spy, choose an object visible to all, and tell what color it is. Players take turns guessing what it is. Another version of this game is to use a picture or drawing. Choose a picture with lots of action or activity, and select an object in the scene. Play the game the same way described above.

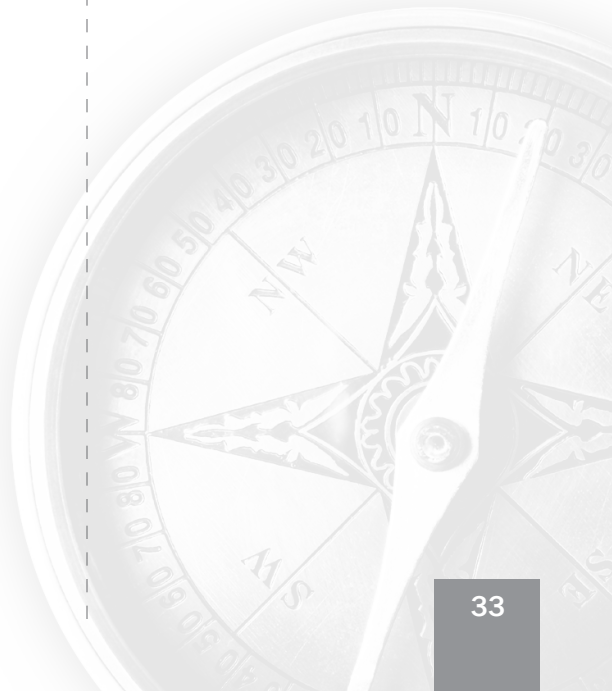


2. Do some research on the following events. That means look the events up in an encyclopedia, on the Internet (with your parent's permission), or at the library. You may want to take notes on what you find out. Tell your teacher or family what you learn.

- A) The French and Indian War
- B) The Proclamation Line of 1763
- C) The Treaty of Paris

### Additional Resource

*Daniel Boone* by James Daughtery



## Answers

1. Answers will vary but should include the idea that the country didn't seem settled to them because they didn't see towns, cities, and roads like they were used to seeing in Europe.
2. Answers will vary but may include some of the following: permanent homes were built by colonists but Indian villages could often be moved; growing food and storing it for the future was a big part of European thinking, whereas the Indians hunted, fished, and gathered much of their food supply as it was needed; in the colonies organization and settlement were based on growing populations, but the Indian cultures seemed more related to smaller, more tightly-knit groups that were not necessarily seeking growth outside the natural growth of families.
3. Colonists were very interested in owning land.
4. yes
5. yes
6. Answers will vary but may include the thought that bees had been in the wild in Pennsylvania long enough and in great enough numbers to be known and sought by wild animals; bees had spread from the coastal colonies to the edge of the frontier.
7. no
8. Answers will vary but may include references to the hairs on a bee's body that make gathering pollen easy, the bee's appetite for nectar that lures her from flower to flower, and her good work habits.
9. Answers do not have to be in this order: 1. fall; 2. father's farm; 3. edge of the Pennsylvania wilderness; 4. in the little settlement of Exeter; 5. no other cabins, farms, or clearings for a mile; 6. endless forest surrounding their clearing, towering above their cabin and barn.
10. Answers do not have to be in this order: summer of 1744; 25 acres in Oley; six miles north of the Boone homestead in Exeter; stream ran across land; open fire for cooking; rough-hewn log cabin; near the forest.
11. He was very happy, describing it as the "best news of all" when he got to go there.
12. He thought he would be lonely, but he found out that he enjoyed being in the forest alone.
13. Lesson 1 Spelling Scramble answers are in the appendix.
14. mopped, tapped, petted, clipped
15. pad/ded, lit/tle, mil/lion, hol/low, at/tack, fol/low
16. hap/pen/ing, at/tack/ers, fol/low/ing
17. smelled (1), passed (1), buzzing (2), filled (1), sniffing (2), telling (2), hugged (1)
18. ter/ror, sur/round/ed, mas/sive, moc/ca/sin, run/ning, for/got/ten, sud/den/ly, com/mu/ni/ty, cin/na/mon, oc/ca/sion/al/ly
19. Each word has syllables that are divided between double consonants.
20. page 5, 1500; page 6, 1750
21.  $1750 - 1500 = 250$  years

22. Page 5 tells about where different Native American cultures were located in the 1500s; page 6 tells where Native American nations lived in 1750.
23. Answers will vary but might include the fact that many smaller tribes in the East merged to form larger nations.
24. cultural regions
25. Answers will vary but might include the fact that more and more Europeans moved to the New World and settled mainly in coastal regions.
26. Answers will vary but should include some mention of the presence of the European settlers.
27. Lesson 1 Spelling Search answers are in the appendix.
28. where they live, their size, their color, gentle or fierce, how they defend themselves, colonies or alone
29. pollinate plants, collect pollen and nectar, body parts
30. Answers to the Daniel Boone Word Search are in the appendix.

