

Greg's Second Adventure in Time

Lesson Plans

Designed for 6th grade students. May be modified for other grades, 4th to 7th.

Social Studies Objectives:

Map Skills

Physical and Human Characteristics Of Places and Regions

Five Themes Of Geography

Economic Concepts; Scarcity and Economic Systems

Kentucky History and Geography

Language Arts Objectives:

Literary Devices and Techniques

Characters in Fables, Folklore, Tall Tales

Day 1: Archaeology

Reading Assignment: Chapters 1 - 4, pages 1 to 30

Reading may be done either as silent reading, alone or with assistance, or oral reading by student or adult or both. Students should be reminded that there is a glossary of historical and archaeological terms on page 163-166.

Discussion:

Questions may be answered orally or as a written assignment.

1. Greg's mom is an archaeologist. Why is she excavating at Martin's Station?
2. What kinds of artifacts does Greg tell us are found on historic archaeological sites?
Can you name three more artifacts that might be found on an historic site? Explain why these are historic artifacts rather than prehistoric.
3. Greg researched time travel and found out about three different theories. Which one do you think might actually be real? Explain, using at least 4 sentences, why you chose

the one you did. If you don't think time travel could possibly be real, explain why not.

4. Greg's mom goes to examine a skeleton found by farmers. How did she know it was not a recent death? Find out what a physical anthropologist studies. List three things a physical anthropologist might discover while examining an ancient skeleton.

Activity:

Download the crossword puzzle - [History and Archaeology in Kentucky](#)

Day 2: Kentucky Settlement

Reading Assignment: Chapters 5 - 8, pages 31 to 62

Reading may be done either as silent reading, alone or with assistance, or oral reading by student or adult or both. Students should be reminded that there is a glossary of historical and archaeological terms on page 163-166.

Discussion:

Questions may be answered orally or as a written assignment.

1. Greg used a compass to find his direction. How does a compass work?
2. Greg's other plan for finding his way in the wilderness was to follow the creek or stream. Why is this always a good plan? Generally, should a person who is lost go downstream or upstream? Why?
3. The Rittenhouse family was German. Do some research and find out from what countries other immigrants to Kentucky came. The following website is a good place to start. https://familysearch.org/learn/wiki/en/Kentucky_Emigration_and_Immigration
Write a one page paper about the nationality of early immigrants.
4. What is the difference between immigration and emigration?

Activity:

Download activity sheet - [Kentucky's Geography](#)

Day 3: Daniel Boone

Reading Assignment: Chapters 9 - 12, pages 63 to 104

Reading may be done either as silent reading, alone or with assistance, or oral reading by student or adult or both. Students should be reminded that there is a glossary of

historical and archaeological terms on page 163-166.

Discussion:

Questions may be answered orally or as a written assignment.

1. Why did Greg say that Samuel was brave? What might Samuel have done differently?
2. The Rittenhouse and other pioneer families began to move to the Stations due to increase Indian activity. Do some research about at least two of Kentucky's early stations. Where were they located? Can you locate the place on a modern map of Kentucky and put it on your activity sheet Kentucky's Geography? Who settled each? Were they ever attacked?
3. What is the difference between a rifle and a musket?
4. Research salt and its uses in pioneer days. Write a one page essay on the subject.

Activity:

Download crossword puzzle - Daniel Boone

Day 4: Siege of Boonesborough

Reading Assignment: Chapters 13 - 16, pages 105 to 138

Reading may be done either as silent reading, alone or with assistance, or oral reading by student or adult or both. Students should be reminded that there is a glossary of historical and archaeological terms on page 163-166.

Discussion:

Questions may be answered orally or as a written assignment.

1. How did the Indians communicate with the white settlers?
2. What part did the British and French play in the siege?
3. How was this siege part of the Revolutionary War? What battles were being fought in the eastern colonies at this time? (Hint: look online for a timeline of the Revolutionary War)
4. Jemima was captured by Indians previously to this event. Research her capture and be able to tell her story to a friend.
5. The settlers carried out a bit of psychological warfare before the siege began. Tell what this was and how it might have influenced later events during the siege.

Activity:

Download word find puzzle -[Siege of Boonesborough](#)

Day 5: End of the Siege of Boonesborough

Reading Assignment: Chapters 17 & 18, pages 138 to 159

Reading may be done either as silent reading, alone or with assistance, or oral reading by student or adult or both. Students should be reminded that there is a glossary of historical and archaeological terms on page 163-166.

Discussion:

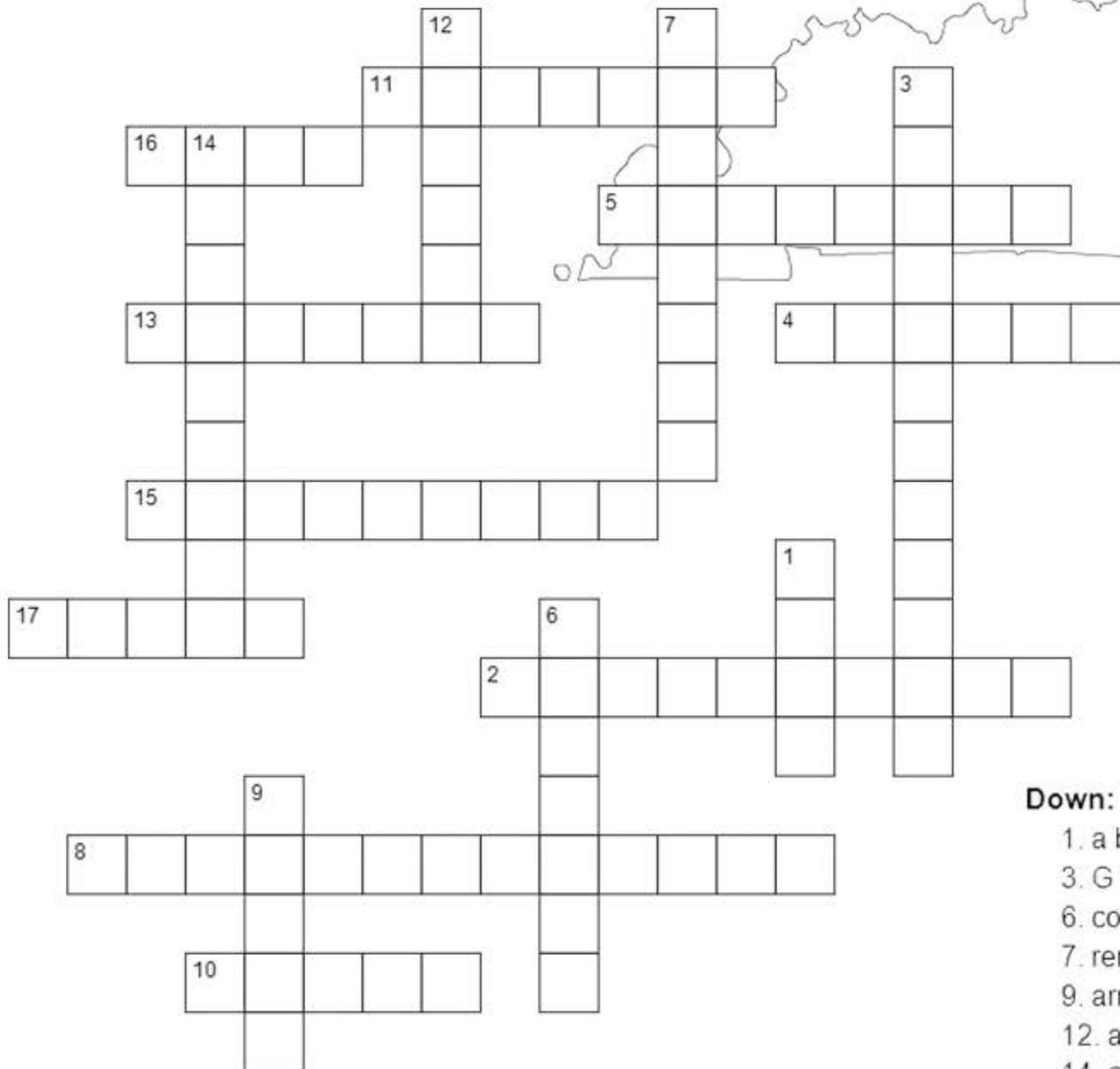
Questions may be answered orally or as a written assignment.

1. Greg comes to a realization about his part in the siege of Boonesborough. What is it that he learns about his role?
2. If you had been somewhere on within sight of Boonesborough on the last night of the siege, what thing would have made you believe the fort had fallen to the Indians?
3. When Greg's father reappears, Greg has lots of questions. He gets some answers but his dad puts off other questions. Why might Rose be with Greg's mother? Why does Greg about what will happen to the Rittenhouse family in 1780?
4. What is DNA?
5. Why might Greg want to return to Boonesborough or frontier Kentucky?

Activity: Suggested follow-up activities

1. Use the first three lessons at <http://www.ket.org/kentuckystory/index.htm>.
2. Visit a frontier era museum, a revolutionary war battlefield, Boonesborough State Park, and/or Fort Harrod State Park.
3. Watch "Kentucky Pioneer" at <http://www.havefunwithhistory.com/movies/kentucky.html>

History and Archaeology in Kentucky



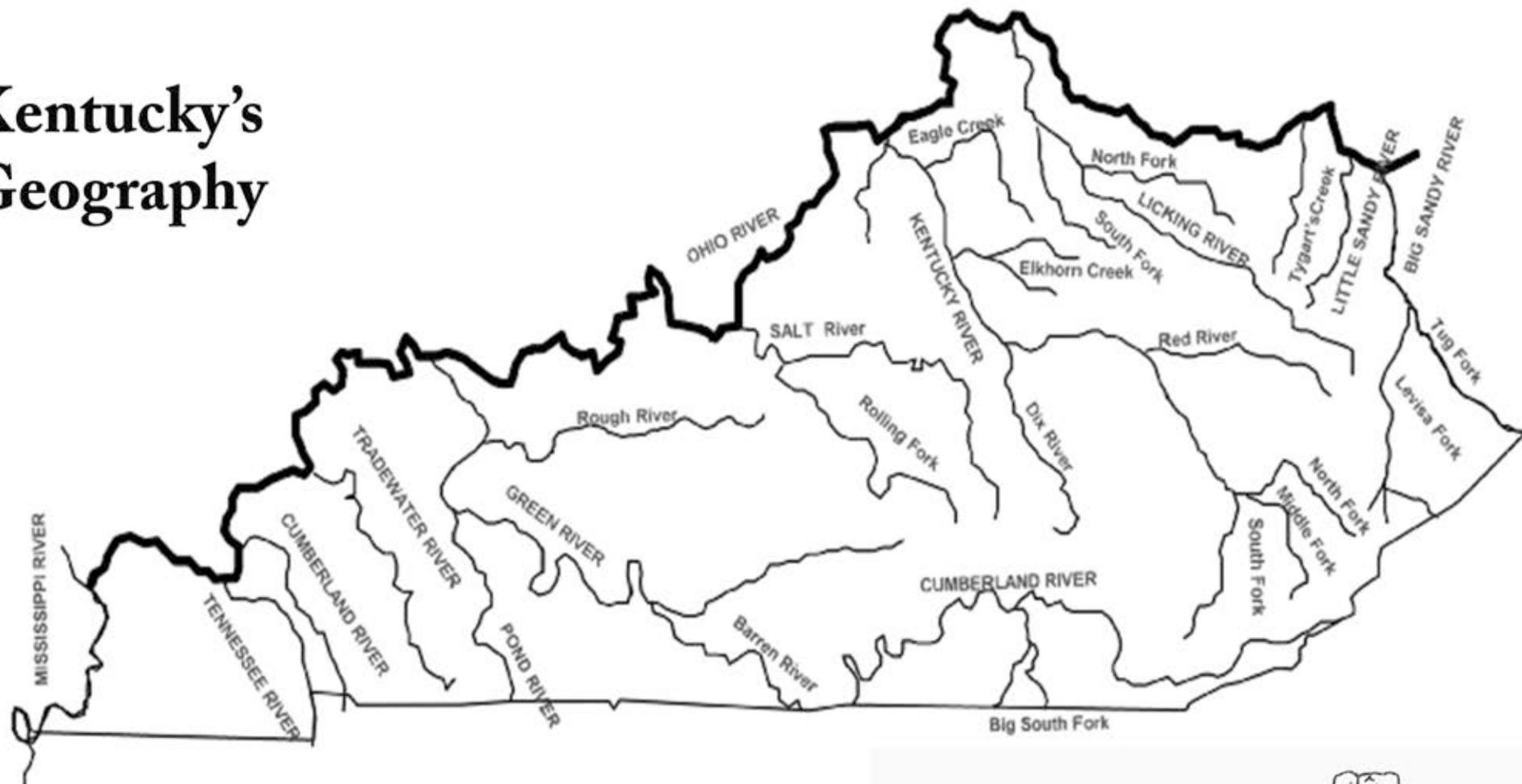
Across:

- 2. gap used by early settlers to Kentucky
- 4. natural outflow of water from bedrock
- 5. top layer of soil
- 8. war when Boone settled Kentucky
- 10. low hills that surround Kentucky's central region
- 11. early name for Kentucky
- 13. archaeological stain left by man
- 15. early name for Pittsburg (two words w/space)
- 16. another name for a map
- 17. rough cloth made from flax plant

Down:

- 1. a branch of a river
- 3. G in GPS
- 6. common artifacts related to clothing
- 7. removing one's scalp
- 9. arrowhead
- 12. alloy of tin
- 14. central Kentucky's bedrock is

Kentucky's Geography

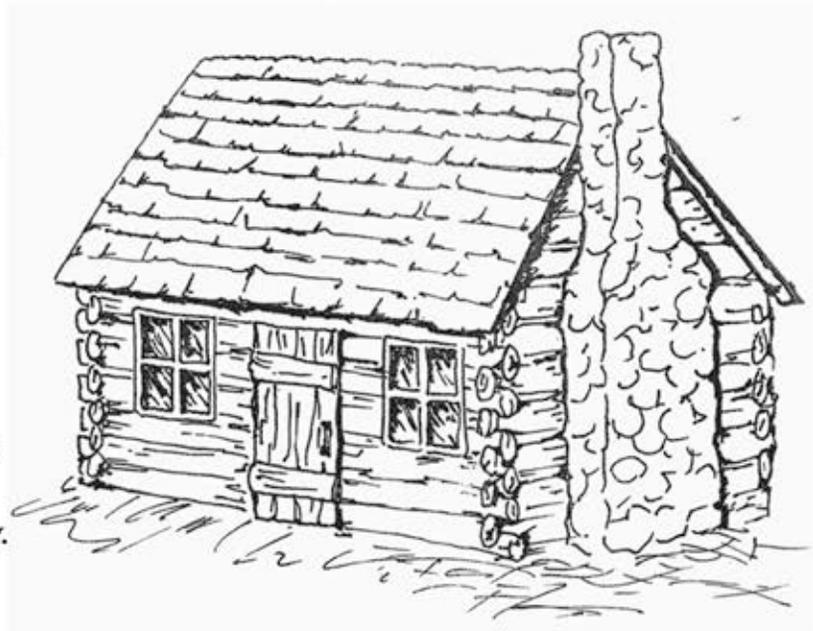


Using other maps you can find on the web or a travel map, place the following on this map of Kentucky.

| | | |
|------------------------------|---------------|-----------------------|
| Cumberland Gap | Boonesborough | John Martin's Station |
| Lower Blue Salt Licks | Paris | Lexington |
| Harrod's Town or Fort Harrod | | Louisville |
| Frankfort | | |

Mark the route the Rittenhouse family took from Fort Pitt in a different color.

A good early map to use for a reference is John Filson's 1784 Map of Kentucky. A downloadable copy of the map is available with these lesson plans.



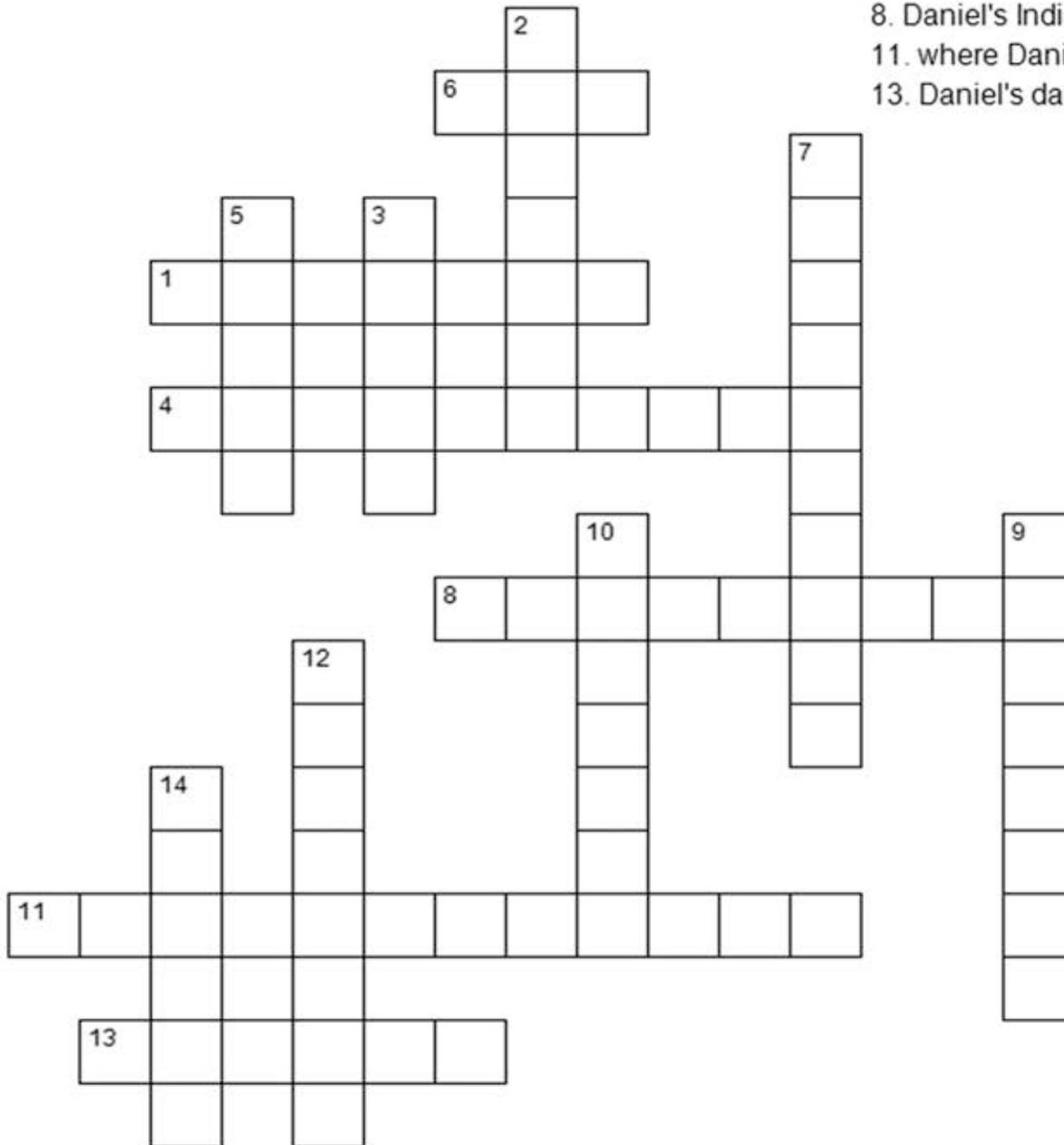
Daniel Boone

Across:

1. volunteer army of a state or country
4. type of rifle Daniel carried
6. low place that cuts between mountains
8. Daniel's Indian name
11. where Daniel Boone was born
13. Daniel's daughter

Down:

2. an Indian soldier
3. consistent attack of a fortified place
5. also called buffalo
7. the fort Daniel built
9. where Daniel Boone settled
10. Daniel's wife
12. some people believe Daniel wore a _____ hat
14. Daniel Boone's occupation



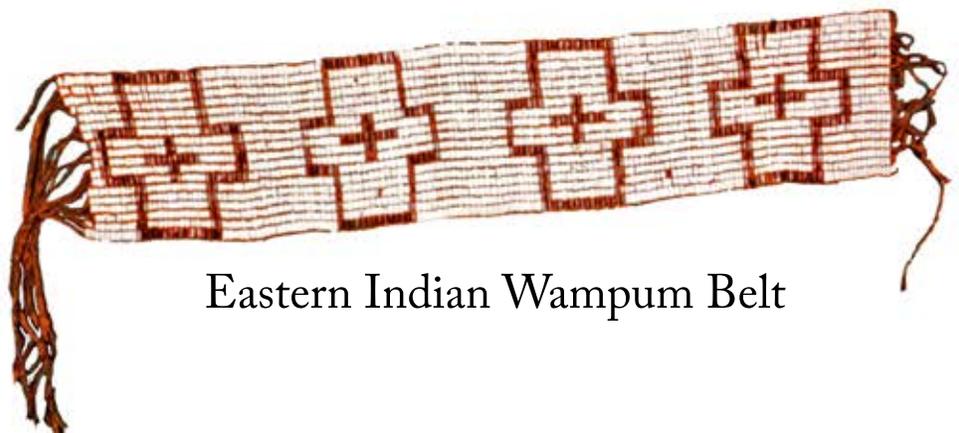
DANIEL BOONE

Siege of Boonesborough

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | E | L | Z | Z | U | M | D | R | A | W | E | R | S | K |
| O | E | L | E | N | N | U | T | B | Y | T | F | J | S | V |
| J | G | Q | Z | F | Y | S | Y | E | R | E | X | H | Z | B |
| L | E | W | M | L | H | M | P | Q | D | P | E | G | X | L |
| U | I | B | A | A | F | M | A | A | V | L | T | H | N | A |
| E | S | V | W | U | O | P | K | S | T | R | N | G | J | C |
| V | S | N | E | P | Q | C | R | O | S | O | U | H | V | K |
| H | E | U | Z | S | O | S | W | C | T | A | F | B | Z | F |
| E | A | P | O | T | T | E | T | L | N | X | C | Y | O | I |
| M | I | W | S | H | E | O | I | O | C | G | B | R | L | S |
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| P | I | U | W | E | A | C | F | K | U | O | S | H | I | Y |
| M | L | B | M | H | D | S | O | D | R | G | V | W | Q | V |
| A | I | P | Z | A | Y | Q | E | L | N | Q | N | D | S | A |
| W | M | C | D | W | U | Z | R | D | B | X | U | O | X | L |

Words to Find:

- | | | |
|-----------|------------|-----------|
| Blackfish | militia | siege |
| drawers | muzzle | livestock |
| Shawnee | Pompey | |
| Sheltoewe | blockhouse | |
| tunnel | wampum | |
| massacre | stockade | |
| squaw | churn | |
| guano | stockade | |



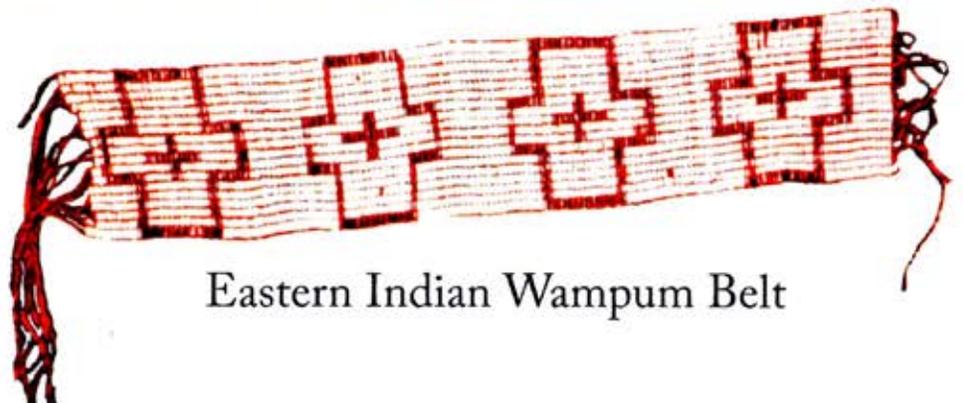
Eastern Indian Wampum Belt

Siege of Boonesborough



Words to Find:

- | | | |
|-----------|------------|-----------|
| Blackfish | militia | siege |
| drawers | muzzle | livestock |
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| Sheltowee | blockhouse | |
| tunnel | wampum | |
| massacre | stockade | |
| squaw | churn | |
| guano | stockade | |



Eastern Indian Wampum Belt