



WITNESSING HISTORY

EDUCATION FOUNDATION, INC

Extension Activities

Daniel Boone *and the Opening of the American West*



GATEWAY TO THE WEST – DANIEL BOONE LEADING THE SETTLERS
THROUGH THE CUMBERLAND GAP, 1775, by David Wright
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These Extension Activities for

Daniel Boone and the Opening of the American West

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Daniel Boone Vocabulary

Vocabulary is critical to establishing and broadening student understanding of the concepts, the time periods/events, and insights of the individual people and groups in history. Key vocabulary of the video is identified for pre-teaching or activities to increase student understanding and retention.

Political/Social/Military

dissenter	pacifist	treaty	militia	wagoner
limber	expedition	civil upheaval	mercenary	siege
alliance	delegate	dispossess	invasion	hostilities
stockade	entrepreneur	court-martial	salt makers	

Geography/Natural Resources

palisades	sinkhole	sinking springs	canebrake
tributary	bur oaks	buffalo trace	salt lick
limestone	fault lines	eminence	Outer Bluegrass
savanna	surveyor	ravine	Inner Bluegrass
shingling	ridge	piggin	topography
outcrop	Warrior's Path		

Actions/Descriptions

rebuff	pilfered	protracted	imbibed
myriad	innumerable	perilous	clubbed up

Political/Social/Military Vocabulary

dissenter	someone who has a difference of opinion and who does not conform; someone who actively disagrees with a rule or policy
pacifist	someone who is strongly and actively opposed to violence, conflict, and war
treaty	a contract or document signed by authorized representatives of the government or lawmaking authority; agreement signed to end conflict between warring groups.
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to the call to military service.
wagoner	the driver of a wagon
limber	two-wheeled, horse-drawn vehicle used to pull artillery pieces (cannon) into battle
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore
civil upheaval	disorder or conflict carried out by average people (not military conflict)
mercenary	a person who fights or provides other services only for payment; one who fights for pay or other advantage instead of for political or government loyalty
siege	a military blockade of a fort or community in which the people are cut off from resources in order to force surrender
alliance	joining together of people or groups with common interests to provide common support
delegate	a representative to a conference or legislative body with authority to act for those they represent
dispossess	to deprive someone of their property, land, or security
invasion	the act of coming into an area for conquest or plunder; coming in or spreading something (usually hurtful)
entrepreneur	one who organizes or takes on the risks for a business or enterprise

court martial	trial by military personnel for those in the military and those under their jurisdiction
hostilities	fighting; conflict; acts of warfare
stockade	enclosure created by barrier of upright wooden posts built as a defense against attack or to enclose animals
salt maker	one who works to separate salt from other minerals using water and evaporation

Geography/Natural Resources Vocabulary

palisades	a line of tall cliffs: a fence of stakes around a settlement designed for defense
sinkhole	a hollow in a limestone region that may open up to an underground cavern or passage
sinking spring	water source in limestone formation that combines above ground and underground spring
canebrake	large area of tall, dense cane (a reed-like plant growing more than 10 feet tall) that bordered Kentucky meadows; thick, vast areas of reeds that were so thick that travel was difficult
tributary	stream or small river that flows into a larger river or lake
bur oak	member of the white oak family with a fringed cap around the acorn that is both cold hardy and drought tolerant
buffalo trace	trails through the wilderness created by the herds of buffalo as they traveled; paths created by animals that became natural paths for pioneers and explorers through the wilderness
salt lick	a naturally occurring mineral deposit where animals go to get the salts and other minerals needed in their diets
Inner Bluegrass	the central part of the Kentucky Bluegrass region with gently rolling hills and rich, fertile soil
Outer Bluegrass	the outer rim of the Kentucky Bluegrass region characterized by deeper valleys and little flat land
limestone	rock formed chiefly by accumulation of organic remains (shells or coral) and consists mainly of calcium carbonate; stone composing over 50% of Kentucky's surface stone

savanna	large, treeless plain
surveyor	person who takes measurements of land to verify land titles and contracts
ravine	small, narrow, steep-sided valley usually created by water erosion
shingling	the overlapping of land claims based on conflicting grants, faulty surveys, and duplicate claims
piggin	small wooden pail with one stave extended above the rim as a handle
ridge	top rim of hills or mountains
topography	the physical and natural features of an area; the configuration of a surface including the relief and the natural and man-made features
eminence	a place of elevated land; a piece of rising ground
Warrior's Path	a Native American route used by various tribes to travel along a north-south path through Kentucky
fault line	a line along the rock surface or underground that traces a break or fracture in the earth's surface
outcrop	a formation of rock that is visible above the earth's surface

Action/Description Vocabulary

rebuff	to reject or turn down in an unkind manner; an ungracious manner
pilfer	to steal in small amounts, usually over and over again
protracted	lasting longer than expected; lasting for a long time
imbibe	to drink (usually alcohol)
perilous	dangerous or risky
myriad	countless; a great number
innumerable	too many to be counted
clubbed up	a hairstyle in which long hair is pulled back and the "tail" is wrapped or bound like a club

PART ONE--CHAPTER ONE

"The Early Life of Daniel Boone"

The chapter covers the birth of Daniel Boone in Berks County, Pennsylvania, his family background, and the Boone family's migration to North Carolina after being "disowned" by their Quaker meeting.

Vocabulary:

dissenter

pacifist

court-martial

ridge

Questions:

1. When and where was Daniel Boone born?

2. What are important facts about Daniel Boone's parents and childhood?

3. What were the influences of the Quaker Church (Society of Friends) on Daniel's early life?

Chapter One—Part One (Cont.)

ANSWER KEY

Vocabulary:

dissenter	someone who has a difference of opinion and who does not conform; someone who actively disagrees with a rule or policy.
Pacifist	someone who is strongly and actively opposed to violence, conflict, and war.
court martial	trial by military personnel for those in the military and those under their jurisdiction
ridge	top rim of hills or mountains

Questions:

1. When and where was Daniel Boone born?

Berks County, Pennsylvania in 1734 (Oct. 22 or Nov. 2) depending on calendar used.

2. What are important facts about Daniel Boone's parents and childhood?

His father, Squire Boone, was born in England. His mother was Sarah Morgan. The family lived near Daniel Boone's grandparents. He was 6th of 10 children. Daniel didn't go to school. He worked on the family farm and hunted.

3. What were the influences of the Quaker Church (Society of Friends) on Daniel's early life?

Daniel's family were Quakers. Daniel's family members were in trouble with the church for marrying people who were not Quakers.

PART ONE--CHAPTER TWO

“Daniel Boone at War”

John Finley, a backwoods peddler, was a wagoner with Daniel Boone on the British expedition to Fort Duquesne during the French and Indian War, and spoke glowingly to Boone of Kentucky. Daniel Boone returned to North Carolina where he married Rebecca Bryan.

Vocabulary:

wagoner
protracted
clubbed up

limber
civil upheavals

expedition
imbibed

militia
perilous

1. After the Boones were 'disowned' by the church, they moved away from Berks County. What two locations did they call home along the way?

2. France and Great Britain were at war during the time Daniel Boone was a young man. What was Daniel's first role within the forces that fought with the British against the French?

3. How did Daniel Boone meet John Finley, the man who influenced Boone's excitement about the Kentucky wilderness?

4. Make a list of important facts about Daniel and Rebecca Boone.

Part One—Chapter Two (Cont.)

ANSWER KEY

Vocabulary:

wagoner	driver of a wagon
limber	two-wheeled, horse-drawn vehicle used to pull artillery pieces (cannon) into battle
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to call to military service
protracted	lasting longer than expected; drawn out
civil upheaval	disorder or conflict carried out by average people (not a military conflict)
imbibe	to drink (usually alcohol)
perilous	dangerous; an activity that is filled with risk
clubbed up	hair style in which long hair is pulled back, bound at neck and then wrapped like a club

Questions:

1. After the Boones were 'disowned' by the church, they moved away from Berks County. What two locations did they call home along the way?

Linville Creek, Virginia where they met John Lincoln. Yadkin River in North Carolina

2. France and Great Britain were at war during the time Daniel Boone was a young man. What was Daniel's first role within the forces that fought with the British against the French?

He volunteered as a wagoner in his North Carolina militia unit. They fought with Major General Edward Braddock.

3. How did Daniel Boone meet John Finley, the man who influenced Boone's excitement about the Kentucky wilderness?

Finley was also a wagoner on Braddock's expedition. He talked about his trip into Kentucky.

4. Make a list of important facts about Daniel and Rebecca Boone.

Boone was 5'10 or 11". Married Rebecca Bryan in 1756 when she was 17 and Daniel was 22. Boone wore broad brimmed hats. He learned to read and write from his sister-in-law, Sarah Boone. He was a hunter, not a farmer. Answers could also include additional physical description information about Rebecca and/or Daniel. The Boones lived a hard life and making money was always a goal.

PART ONE--CHAPTER THREE

“Daniel Boone Agrees to Explore Kentucky”

John Finley found Daniel Boone at Boone's home in North Carolina and convinced him to organize an expedition to explore Kentucky. The party started out in May 1769. Once they reached what is now central Kentucky, Boone and his party found it to be a “paradise” because of its game, soil, vegetation, springs, salt licks, creeks, and rivers.

Vocabulary:

expedition

palisades

canebreak

bur oaks

Inner Bluegrass

treaty

tributary

limestone

outcrop

Outer Bluegrass

entrepreneur

sinkhole

ravine

perilous

savanna

sinking springs

topography

eminence

Warrior's Path

Questions:

1. In 1769, John Finley came back looking for Daniel Boone to travel into Kentucky with him. How was this trip to be different from Finley's first trip?

2. Daniel Boone, his brother Squire, and their brother-in-law John Stuart, all agreed to seek the “Warrior's Path” into Kentucky. What did the men hope to accomplish by making the trip?

3. Describe the route that the explorers took into Kentucky.

4. What were some of the features of the land and vegetation that Boone and his party found in what he called “paradise”?

Part One—Chapter Three (Cont.)

ANSWER KEY

Vocabulary:

expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore
treaty	a contract or document signed by authorized representatives of the government or lawmaking authority; agreement signed to end conflict between warring groups
entrepreneur	one who organizes or takes on the risks for a business or enterprise
savanna	large, treeless plain
palisades	a line of tall cliffs; a fence of stakes around a settlement designed for defense
tributary	stream or small river that flows into a larger river or lake
sinkhole	a hollow in a limestone region that may open up to an underground cavern or passage
sinking springs	water source in limestone formation that combines above ground and underground springs
canebrake	large area of tall, dense cane (a reed-like plant growing more than 10 feet tall) that bordered Kentucky meadows; thick, vast areas of reeds that were so thick that travel through them was difficult
limestone	rock formed chiefly by accumulation of organic remains (shells or coral) and consists mainly of calcium carbonate; stone composing over 50% of Kentucky's surface stone
ravine	small, narrow, steep-sided valley usually created by water erosion
topography	the physical and natural features of an area; the configuration of a surface including the relief and the natural and man-made features
bur oaks	member of the white oak family with a fringed cup around the acorn that is both cold hard and drought tolerant
outcrop	rock formation that shows above the earth's surface

perilous	dangerous; posing a great risk
Warrior's Path	a Native American route used by various tribes to travel along a north-south path through Kentucky
Inner Bluegrass	the central part of the Kentucky Bluegrass region with gently rolling hills and rich, fertile soil
Outer Bluegrass	the outer rim of the Kentucky Bluegrass region characterized by deeper valleys and little flat land
eminence	a place of elevated land; a piece of rising ground

Questions:

1. In 1769, John Finley came back looking for Daniel Boone to travel into Kentucky with him. How was this trip to be different from Finley's first trip?

On his first trip, Finley had traveled along the Ohio River. This time he was going through valleys along the Appalachian Plateau.

2. Daniel Boone, his brother Squire, and their brother-in-law John Stuart, all agreed to seek the "Warrior's Path" into Kentucky. What did the men hope to accomplish by making the trip?

They went to trap and hunt to get furs and make money.

3. Describe the route that the explorers took into Kentucky.

They went along the Warriors Path through the Cumberland Gap. They headed north at Flat Lick, along the Kentucky River, Red River, then went on to Pilot Knob.

4. What were some of the features of the land and vegetation that Boone and his party found in what he called "paradise"?

Limestone beds and outcrops, sinkholes, caves, springs, subterranean springs, the Kentucky River and its tributaries, palisades, vast meadows (savannas), Bur oaks, hardwood forests, canebrakes.

PART ONE--CHAPTER FOUR

“Daniel Boone Explores Kentucky”

Daniel Boone and his party hunted and trapped in Kentucky from June 1769 until well into 1770; Boone remained in Kentucky after all the other members of the party had returned to North Carolina. Boone found numerous salt licks and immense herds of buffalo that made pathways through the region as they ventured from salt lick to salt lick. He came to the conclusion he would settle Kentucky.

Vocabulary:

myriad	salt lick	innumerable	fault lines
pilfered	limestone	surveyor	palisades
buffalo trace	expedition		

Questions:

1. Explain how the salt licks made settlement of Kentucky possible.

2. What is a buffalo trace? How were buffalo traces a benefit to early Kentucky explorers?

3. How did Daniel Boone end up alone in the Kentucky wilderness?

4. According to Daniel Boone's writings, what was it about Kentucky that made him want to settle there?

Part One—Chapter Four (Cont.)

ANSWER KEY

Vocabulary:

myriad	countless; a great number
salt lick	a naturally occurring mineral deposit where animals go to get the salts and other minerals needed in their diets
innumerable	too many to count (often figurative)
fault line	a line along the rock surface or underground that traces a break or fracture in the earth's surface
pilfer	to steal small quantities, usually repeatedly
limestone	rock formed chiefly by accumulation of organic remains (shells or coral) and consists mainly of calcium carbonate; stone composing over 50% of Kentucky's surface stone
surveyor	person who takes measurements of land to verify land titles and contracts
palisades	a line of tall cliffs; a fence of stakes around a settlement designed for defense
buffalo trace	trail through the wilderness created by the herds of buffalo as they traveled; paths created by animals that became natural paths for pioneers and explorers through the wilderness
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore

Questions:

1. Explain how the salt licks made settlement of Kentucky possible.

The salt mineral deposits along the Kentucky and Licking Rivers provided salt that attracted animals and provided salt for seasoning and preserving food for humans.

2. What is a buffalo trace? How were buffalo traces a benefit to early Kentucky explorers?

The paths worn by the huge herds of buffalo as they traveled between salt licks and water sources. They created a virtual road network through the wilderness that could be used by humans.

3. How did Daniel Boone end up alone in the Kentucky wilderness?

The rest of the party returned to settlement with the hides and pelts they had collected in order to sell them. Squire Boone left Daniel, promising to come back with supplies.

4. According to his writings, what was it about Kentucky that made him want to settle there?

Nature was a series of wonders, innumerable animals, beauties of nature, surrounded with plenty, diversity in his surroundings.

PART ONE--CHAPTER FIVE

“Daniel Boone Tries to Settle in Kentucky”

The chapter recounts Daniel Boone's first attempt to settle Kentucky. He led an expedition of about fifty people from North Carolina into western Virginia where his oldest son, James Boone, with a party following the main group, were attacked and killed by Shawnee warriors. Daniel Boone buried his son and returned to the Clinch River in Virginia.

Vocabulary:

limestone

siege

alliance

expedition

Questions:

1. How is the party of travelers on Boone's second trip to Kentucky different from the first group who traveled with him?

2. What happened to Daniel Boone's son, James?

3. What was Lord Dunmore's War?

Part One—Chapter Five (Cont.)

ANSWER KEY

Vocabulary:

limestone	rock formed chiefly by accumulation of organic remains (shells or coral) and consists mainly of calcium carbonate; stone composing over 50% of Kentucky's surface stone
siege	a military blockade of a fort or community in which the people are cut off from resources in order to force a surrender
alliance	joining together of people or groups with common interests to provide common support
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore

Questions:

1. How is the party of travelers on Boone's second trip to Kentucky different from the first group who traveled with him?

The first expedition was made up of a few men with a specific goal of exploring and bringing back furs as a business venture; The second group was about 50 people—families, including women and children—with the intent of establishing a permanent settlement.

2. What happened to Daniel Boone's son, James?

He was about 3 miles behind the main group of settlers with the cattle. When they camped they were attacked, tortured, and killed by the Shawnee raiders. He was buried by Boone in the wilderness.

3. What was Lord Dunmore's War?

Lord Dunmore's War was a conflict between Virginians and the Shawnee. Boone was commissioned as a captain by the Virginia Governor Dunmore in an effort to subdue the Shawnee in Virginia.

PART ONE--CHAPTER SIX

“Daniel Boone Opens the Wilderness Road”

In March 1775, Colonel Richard Henderson and other North Carolinians formed the Transylvania Company and purchased from the Cherokees all of the lands between the Kentucky and Cumberland Rivers. Daniel Boone was hired to lead an advance party to open a path from Cumberland Gap all the way to the south bank of the Kentucky River. The path would be known as the Wilderness Road.

Vocabulary:

treaty
delegate

expedition
salt lick

militia
ridge

alliance

Questions:

1. What were the conflicts around the settlement planned by the Transylvania Company?

2. What was the price paid to the Cherokee for the land south of the Kentucky River by the Transylvania Company?

3. What was Daniel Boone hired to do by the Transylvania Company?

4. What impact did the Wilderness Road have on the settlement of Kentucky?

Part One—Chapter Six (Cont.)

ANSWER KEY

Vocabulary:

treaty	a contract or document signed by authorized representatives of the government or lawmaking authority; agreement signed to end conflict between warring groups
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to be called to military service
alliance	joining together of people or groups with common interests to provide common support
delegate	a representative to a conference or legislative body with authority to act for those they represent
salt lick	a naturally occurring mineral deposit where animals go to get the salts and other minerals needed in their diets
ridge	top rim of hills or mountains

Questions:

1. What were the conflicts around the settlement planned by the Transylvania Company?

Virginia still claimed the same land that Henderson wanted to buy; Pennsylvanian James Harrod had already established settlements inside the region the Transylvania wanted; the Native Americans (Cherokee and Shawnee) were in conflict over the land.

2. What was the price paid to the Cherokee for the land south of the Kentucky River by the Transylvania Company?

2000 pounds of food, clothing, blankets, tools, whiskey, rum, and trinkets.

3. What was Daniel Boone hired to do by the Transylvania Company?

He was hired with 30 axmen to cut a road through the new land so settlement could begin.

4. What impact did the Wilderness Road have on the settlement of Kentucky?

The road created a means for settlers to come to Kentucky with their families and goods in order to establish permanent settlements beyond the Cumberland Mountains. Over 300,000 settlers followed the trail, allowing for settlement beyond the Ohio River.

PART ONE--CHAPTER SEVEN

“War Erupts on the Kentucky Frontier”

No sooner had Daniel Boone and his axemen completed the Wilderness Road and began erecting a fort at Boonesborough, than the Revolutionary War broke out. The British enticed the Native American tribes living in the Ohio County to fight for the King by offering them payment in the form of war materials and even offering to pay for scalps.

Vocabulary:

alliance

mercenary

delegate

Questions:

1. What factors prevented the land purchase by the Transylvania Company from assuring peace with the Native Americans in Kentucky?

2. During the American Revolution, how did the British use the Shawnee and other Native American allies against the colonists?

Part One—Chapter Seven (Cont.)

ANSWER KEY

Vocabulary:

alliance	joining together of people or groups with common interests to provide common support
mercenary	a person who fights or provides other services for payment instead of for political or government loyalty
delegate	a representative to a conference or legislative body with authority to act for those they represent

Questions:

1. What prevented the land purchase by the Transylvania Company from assuring peace with the Native Americans in Kentucky?

The Cherokee and Shawnee both contested the lands of Kentucky as hunting grounds and the Shawnee did not cede any claim to the land. Negotiating with one tribe did not assure peace with another. The American Revolution was beginning and the British had a history of using Native Americans to do their fighting. Their influence would make all Kentucky settlements at risk.

2. During the American Revolution, how did the British use the Shawnee and other Native American allies against the colonists?

Operating out of Niagara and Detroit, the British paid Native American warriors clothing, blankets, gunpowder, flints, lead, knives, hatchets, tomahawks for fighting on their behalf. The British paid for scalps of the colonists. Henry Hamilton, the British superintendent of Indian Affairs developed that practice and was known as "hair buyer."

PART TWO—CHAPTER ONE

“Formation of a Government and Resistance from Virginia”

After constructing a fort at Boonesborough, Colonel Henderson called for an assembly of representatives from all the settlements in Kentucky, but then Virginia made clear that Kentucky was part of the Commonwealth of Virginia and that State would not honor the Transylvania Company's purchase of Kentucky lands from the Cherokees.

Vocabulary:

rebuffed

delegate

1. Daniel Boone represented Boonesborough in the government established by Colonel Henderson. How did Boone's bill influence Kentucky's future?

2. Explain the conflicts among the Virginia government, the Continental Congress, the Kentucky settlers, and Colonel Henderson's Transylvania Company.

Part Two—Chapter One (Cont.)

ANSWER KEY

Vocabulary:

delegate a representative to a conference or legislative body with authority to act for those they represent

rebuff to reject something in an unkind or ungracious way; an abrupt refusal

Questions:

1. Daniel Boone represented Boonesborough in the government established by Colonel Henderson. How did Boone's bill influence Kentucky's future?

Boone presented a bill that would improve the breeding of fine horses, beginning Kentucky's horse breeding industry.

2. Explain the conflicts among the Virginia government, the Continental Congress, the Kentucky settlers, and Colonel Henderson's Transylvania Company.

The Harrodsburg settlers didn't want to purchase land from the Transylvania Company because they thought the lands belonged to Virginia. Virginia denied all land claims, because they thought all purchases from the Native Americans were done without their authority and did not recognize them. The Continental Congress would not intervene. Land disputes and overlapping claims plagued the settlement.

PART TWO—CHAPTER TWO

“War Descends Upon Kentucky”

The Shawnee raided the settlements in Kentucky in 1776 and 1777; they even captured Daniel Boone’s daughter, Jemima, and two of her friends. After being captured by the Shawnee while leading a group of salt makers and then being adopted by the Shawnee, Daniel Boone escaped and traveled 160 miles in four days to warn Boonesborough of an impending attack. The Shawnee arrived at Boonesborough in September 1778, and conducted the longest siege of any fort on the Kentucky frontier, but they ultimately retreated.

Vocabulary:

hostilities
invasion

stockade
canebreak

militia
salt lick

siege
salt maker

Questions:

1. Describe the major conflicts between the settlers and the Shawnees during the period of 1776 and 1777. How did those conflicts impact Kentucky settlement?

2. How did Daniel Boone end up in Old Chillicothe with the Shawnee?

3. How was Boone important to the outcome of the siege on Boonesborough?

Part Two—Chapter Two (Cont.)

ANSWER KEY

Vocabulary:

hostilities	fighting; conflict; acts of warfare
invasion	the act of coming into an area for conquest or plunder; coming in or spreading something (usually hurtful)
stockade	enclosure created by barrier of upright wooden posts built as a defense against attack or to enclose animals
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to a call to military service
siege	a military blockade of a fort or community in which people are cut off from resources in order to force surrender
canebrake	large area of tall, dense cane (a reed-like plant growing more than 10 feet tall) that bordered Kentucky meadows; thick, vast areas of reeds that were so thick that travel was difficult
salt lick	a naturally occurring mineral deposits where animals go to get the salts and other minerals needed in their diets

Questions:

1. Describe the major conflicts between the settlers and the Shawnees during the period of 1776 and 1777. How did those conflicts impact Kentucky settlement?

The Shawnee attempted to kidnap Jemima Boone and two other girls. At the same time, different Native American groups attacked several forts, driving the settlers from their forts to Harrodsburg, St. Asaph's, and Boonesborough as the only remaining settlements. Settlers left Kentucky.

2. How did Daniel Boone end up in Old Chillicothe with the Shawnee?

He was captured with the salt makers he convinced to surrender because they were seriously outnumbered. He was adopted into the family of Chief Blackfish. He stayed until he learned of Shawnee plans to raid Boonesborough.

3. How was Boone important to the outcome of the siege on Boonesborough?

Boone encouraged the men on the walls and gave directions.

PART TWO—CHAPTER THREE

“Daniel Boone is Accused of Treason”

After the siege of Boonesborough, Daniel Boone was charged with treason for giving up for capture a group of salt-makers and then negotiating with the Shawnee a possible surrender of Boonesborough. Boonesborough was never surrendered, but, instead, withstood a siege of nine days. Defending himself at the treason trial, Boone convinced a jury to acquit him. Boone left for North Carolina, but returned to Kentucky, settling Boone's Station. He was elevated to the rank of major.

Vocabulary:

siege

salt makers

Questions:

1. Why was Daniel Boone charged with treason?

2. What was the outcome of his trial?

Part Two—Chapter Three (Cont.)

ANSWER KEY

Vocabulary:

siege	a military blockade of a fort or community in which the people are cut off from resources in order to force surrender
salt maker	one who works to separate salt from other minerals using water and evaporation

Questions:

1. Why was Daniel Boone charged with treason?

He was charged with treason because he had led the Shawnee to the salt makers and encouraged them to surrender. He had also negotiated with the Shawnee to try to save Boonesborough before the final attack.

2. What was the outcome of his trial?

Boone served as his own defense, explained what actually happened, and was found not guilty. He was made a major in the military.

PART TWO—CHAPTER FOUR

“Invasion of Kentucky by British and Native American Tribes, Retaliation, and Daniel Boone’s Public Service”

In response to atrocities committed by an invasion force of British and Native American tribes at Ruddle’s and Martin’s Stations in June 1780, George Rogers Clark led an expedition to destroy the Shawnee towns in Ohio. Thereafter, Daniel Boone became a delegate to the Virginia legislature.

Vocabulary:

ridge
invasion

militia

treaty

expedition

Questions:

1. What events led to the retaliatory (pay back) expedition led by George Rogers Clark to Old Chillicothe and Piqua, the Shawnee capitals?

2. What action by Daniel Boone causes him to be called a “founding father” of Lexington, Kentucky?

Part Two—Chapter Four (Cont.)

ANSWER KEY

Vocabulary:

ridge	top rim of hills or mountains
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to the call to military service
treaty	a contract or document signed by authorized representatives of the government or lawmaking authority; agreement signed to end conflict between warring groups
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore
invasion	the act of coming into an area for conquest or plunder; coming in or spreading something (usually hurtful)

Questions:

1. What events led to the retaliatory (pay back) expedition led by George Rogers Clark to Old Chillicothe and Piqua, the Shawnee capitals?

Five hundred Native American tribes joined with British forces to seize settlements in Kentucky. When the garrison at Ruddle's Station was surrendered, it was on condition that the inhabitants wouldn't be harmed. The British Commander promised, but the Native American warriors killed the people in the fort. The invasion continued to Martin's Station and forced its surrender. Those captives were killed or marched to Detroit. George Rogers Clark fought back by destroying the Shawnee capitals.

2. What action by Daniel Boone causes him to be called a "founding father" of Lexington, Kentucky?

As a delegate to the Virginia General Assembly in 1781, Boone introduced a petition that created the City of Lexington, KY. The petition was enacted, making Lexington a reality.

PART TWO—CHAPTER FIVE

“The Terrible Battle of Blue Licks”

After the siege of Bryan Station in mid-August 1782, Daniel Boone, commanding one of three divisions of Kentucky riflemen, followed the Native American invasion force as it withdrew toward the Ohio River. The Kentuckians marched toward the Native American force at Blue Licks and were horribly defeated. Boone's son, Israel, and his nephew, Thomas Boone, were killed. Blue Licks was the bloodiest engagement on the Kentucky frontier and the last battle of the American Revolution.

Vocabulary:

siege
piggin

dispossess
surveyor

invasion

ridge

Question:

1. What were the impacts of the Battle of Blue Licks on Daniel Boone and Kentucky settlement?

Part Two—Chapter Five (Cont.)

ANSWER KEY

Vocabulary:

ridge	top rim of hills or mountains
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to the call to military service
treaty	a contract or document signed by authorized representatives of the government or lawmaking authority; agreement signed to end conflict between warring groups
expedition	a trip or journey taken on for a specific purpose; a journey to discover or explore
invasion	the act of coming into an area for conquest or plunder; coming in or spreading something (usually hurtful)

Question:

1. What were the impacts of the Battle of Blue Licks on Daniel Boone and Kentucky settlement?

Sixty-seven settlers were killed and 11 were taken prisoner. The Kentucky leadership were killed (Todd, Trigg, and Harlan) Daniel Boone's second son, Israel, and his nephew, Thomas Boone, were both killed. They buried the dead in a mass grave and Boone went to work to try to recover horses, equipment, and pay for the losses of the battle. As the American Revolution ended, settlement in Kentucky opened up and served as a gateway to western settlement.

PART TWO—CHAPTER SIX

“Daniel Boone’s Peacetime Pursuits”

When the Revolutionary War finally came to an end, Daniel Boone became the Sheriff of Fayette County, Kentucky and a surveyor. He wound up in Maysville, Kentucky, operating a general store before relocating near Blue Licks and then moving to St. Charles County, Missouri.

Vocabulary:

shingling

surveyor

Questions:

1. Boone’s peacetime occupations were sheriff and surveyor of Fayette County. What factors made land claims and grants of the time complicated?

2. Why was running a general store a bad fit for Daniel Boone?

3. Why might widening the Wilderness Road have appealed to Daniel Boone more than his roles as representative in Virginia legislature?

Part Two—Chapter Six (Cont.)

ANSWER KEY

Vocabulary:

shingling	the overlapping of land claims based on conflicting grants, faulty surveys, and supPLICATE claims
surveyor	person who takes measurements of land to verify land titles and contracts

Questions:

1. Boone's peacetime occupations were sheriff and surveyor of Fayette County. What factors made land claims and grants of the time complicated?

Claims surveyed by others overlapped Boone's surveys. There was not a systematic way of recording the land claims and awards during the Revolution, causing shingling of land claims all across Kentucky.

2. Why was running a general store a bad fit for Daniel Boone?

Boone was not well suited to an indoor, confining job. He missed traveling and the adventure of the wilderness.

3. Why might widening the Wilderness Road have appealed to Daniel Boone more than his roles as representative in Virginia legislature?

Boone had a personal connection with the Wilderness Road and it represented the freedom and exploration of his life. The physical labor and travel appealed to him.

PART TWO—CHAPTER SEVEN

“Daniel Boone’s Last Years”

Daniel Boone died at the home of one of his sons in St. Charles County, Missouri at the age of 86, having outlived his wife, Rebecca, and most of his children. Buried next to his wife in the Bryan Cemetery in Missouri, his and his wife’s remains were re-interred in the Frankfort, Kentucky Cemetery.

Vocabulary:

surveyor

militia

entrepreneur

Question:

1. Boone died at the age of 86, having outlived his wife, Rebecca, seven of his children, his brothers, and many of his fellow explorers. List and describe what you feel are the most important contributions and impacts of Daniel Boone.

Part Two—Chapter Seven (Cont.)

ANSWER KEY

Vocabulary:

surveyor	person who takes measurements of land to verify land titles and contracts
militia	part of an organized armed force called up in an emergency; the body of male citizens subject to the call to military service
entrepreneur	one who organizes or takes on the risks for a business or enterprise

Question:

1. Boone died at the age of 86, having outlived his wife, Rebecca, seven of his children, his brothers, and many of his fellow explorers. List and describe what you feel are the most important contributions and impacts of Daniel Boone.

Cut the Wilderness Road

Explored unsettled lands in the Kentucky wilderness

Established multiple settlements and demonstrated leadership causing him to be elected to Virginia legislature three times.

Negotiated settlements with the Native Americans

Surveyed much of the lands of Eastern Kentucky

Served in the militia multiple times and rose through the ranks

Daniel Boone and the Opening of the American West

Extension Activities

The videos are rich with information, concepts, and resources about the life and times of Daniel Boone. The extension activities are designed to provide/increase instructional application within the busy classroom by providing broad-based questions to allow students at all levels to extend and enrich their understanding.

Each extension set provides guiding questions for discussion and/or individual or group projects. Rubrics are developed to assess student mastery of objectives and growth.

Questions answers/research may be shared through a wide range of project products. Suggested projects should be matched to student interests, learning objectives, and growth goals.

1. **Assume a character role**—within the context of the topic, student or students assume point of view of one of the historical figures connected to the topic. Speaking “as” the historical figure, the student presents scripted information that answers and explains the questions and key concepts within the topic. Presentation may be expanding to include student-generated pictures, posters, maps, or other related artifacts to enhance audience understanding.
2. **Create a poster series**—within the context of the topics, student or students develop key concepts into posters that balance visual and text information.
3. **Create a PowerPoint presentation**—with the context of the topics, student develops a PowerPoint presentation that represents and fully explains the key concepts.
4. **Create a “You Are There”/Time Travel Skit**—within the context of the topic, student scripts and presents the information as individuals who experienced the events and concepts in their time.
5. **Create a Comparative Visual (Venn Diagram, T-chart, etc.)**—within the context of a comparative topic, create a visual that compares, contrasts, and evaluates the components.
6. **Create a “Lifeline”**--within the context of the topic, create a combination of timeline/photo album/map set/correspondence set/diary entries to represent the chronology and major events around the topic.

1. ***Daniel Boone's family settled in a Quaker community and were members of the Quaker church (Society of Friends).***

Part One--Chapter 1-- Quakers: Research Quakers of the 18th century. Quaker principles are integrity, equality, simplicity, community, stewardship of the Earth, and peace. Use evidence from Daniel Boone's life and actions to identify and classify those actions that might have been influenced by those principles in his Quaker upbringing. What are other influences in his life may have helped to form his guiding principles?

AP US History--CUL—4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

High School—Cultures and Societies/Historical Perspectives

- Analyze cultural elements of diverse groups in the United States
- Understand that social institutions respond to human needs, structure society, and influence behavior within different cultures
- Examine multiple cause-effect relationships that have shaped history
- Culture affects how people in a society behave in relation to groups and their environment

Middle School—Cultures and Societies

- Investigate social institutions (e.g., family, religion, education, government) in relation to how they responded to human needs, structured society, and influenced behavior in the United States

5th grade—Cultures and Societies

- Examine social institutions (family, government, economy, education, religion) in the United States and explain their functions.
- Demonstrate understanding of cultural elements of diverse groups

4th grade—Cultures and Societies

- Investigate social institutions (family, government, economy, education, religion) in Kentucky and explain their functions
- Explore and compare cultural elements of diverse groups in the early settlement of Kentucky

2. ***Daniel Boone's birthday was October 22, 1734 or November 2, 1734, depending on the calendar used.***

Part One--Chapter 1--Julian Calendar/Gregorian Calendar: Research the Julian and Gregorian calendars and their use in England and the American colonies. What were some reasons for the change to the Gregorian calendar? What were some impacts of the use of both calendars between 1700 and 1752? What can you find out about other calendars used around the world prior to 1929?

High School—Cultures and Societies

- Explain or give examples of how communications between groups can be influenced by cultural differences
- Analyze historical perspectives and events in the modern world in terms of how they have affected and been affected by cultural issues and elements

Middle School—Historical Perspective

- Understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective

5th grade—Historical Perspective

- explore change over time (communication/technology) in the United States
- demonstrate an understanding of the interpretative nature of history using a variety of tools

4th grade—Historical Perspective

- Interpret and describe events in Kentucky's history in terms of their importance
- Investigate change over time (communication/technology) in Kentucky's history

3. ***Daniel Boone volunteered to be a wagoner in a North Carolina militia unit under the command of the British Major General Edward Braddock.***

Part One--Chapter 2--French and Indian War: Research the roles of Native Americans in the French and Indian War. Why were Native Americans involved in the conflict? How did English and French interests gain and keep the loyalty of Native American groups? How did the outcomes of the French and Indian War influence western expansion beyond the Appalachian Mountains?

AP US HISTORY--WOR—1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

High School—Cultures and Societies

- Describe and compare how various human needs are met through interactions with and among social institutions
- Understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by cultures

Middle School—Cultures and Societies

- Describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States
- Understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture

5th grade—Cultures and Societies

- Describe conflicts that occurred among and between diverse groups (e.g. Native Americans and early Explorers, Native Americans and the Colonists, the British Government and the English Colonists) during the settlement of the United States; explain the causes of these conflicts and the outcomes
- Understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture

4th grade—Cultures and Societies

- Describe conflicts that occurred between diverse groups (e.g., Native Americans and the early settlers) in the settlement of Kentucky

- Understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture

4. ***Daniel Boone, his brother, Squire Boone, and their brother-in-law John Stuart set out to enter Kentucky through the Cumberland Gap after Finley returned from Kentucky and reported that it was a natural paradise. The men sought skins and pelts to make their fortunes.***

Part One--Chapter 3--Cumberland Gap: Research the Cumberland Gap and the Kentucky regions they found on the other side. Describe the natural and animal resources they found. Using the Daniel Boone exploration map, add and describe settlements, discoveries, events, conflicts, and outcomes along the way.

AP US HISTORY--MIG—2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

AP US HISTORY-- WOR—1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

High School—Geography/Historical Perspectives

- Understand that patterns emerge as humans move, settle, and interact and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns
- Analyze causes of movement and settlement and their impacts in history
- Demonstrate an understanding of the interpretative nature of history using a variety of tools

Middle School—Geography/Economics

- Understand that patterns emerge as humans move, settle, and interact and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations.
- Understand that human actions modified the physical environment and, in turn, the physical environment limited or promoted human activities
- Analyze cause and effect relationships among financial decisions by individuals and groups and historical events

5th grade—Geography

- Locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics of places and regions
- Analyze how the physical environment promoted and restricted human activities during the early settlement of the United States
- Understand that people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modified the physical environment, and in turn, the physical environment limited and/or promoted human activities in the settlement of the United States

4th grade—Geography

- Explain influence of the physical characteristics of regions on decisions that were made about where to locate
- Analyze and compare patterns of movement and settlement in Kentucky
- Explain and give examples of how physical factors impacted human activities during the early settlement of Kentucky
- Describe how physical environment promoted and/or restricted human activities (exploration, migration, trade, settlement, development) and land use in Kentucky

5. ***Richard Henderson, James Harrod, James McAfee, Benjamin Logan, and Daniel Boone all sought to establish settlements (and claim land) within the 20 million acres between the Kentucky River and the Cumberland River that was also claimed by the Cherokees and the colony of Virginia.***

Part One-Chapter 6--Western migration and settlement: Research the settlement of Kentucky in the context of the key settlers who established land claims and communities in Boone's time. Identify the geographic features that prompted settlement and the conflicts around each land claim. Compare and contrast Daniel Boone and one other Kentucky settler. What qualities, characteristics, and actions do they share? How are they different from one another? How are their contributions important to Kentucky today?

AP US HISTORY--WOR—1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

AP US HISTORY--MIG—2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

High School—Geography/historical Perspectives/Economics

- Describe movement and settlement patterns
- Understand that many of the important issues facing societies involve the consequences of interactions between human and physical systems.
- Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities
- Understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, and artifacts) are needed to analyze historical events.
- Understand that a variety of fundamental economic concepts affect individuals, societies, and governments.
- Understand that US history has been impacted by significant individuals and groups

Middle School—Historical Perspective/Economics/Geography

- Understand that US history has been impacted by significant individuals and groups
- Analyze cause-effect relationships among financial decisions by individuals and groups and historical events
- Describe patterns of human settlement
- Describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use

- Analyze cause-effect relationships between and among natural resources and political, social, and economic development

5th grade—Historical Perspective/Economics

- Understand that the history of United States has been impacted by significant individuals, groups, and advances in technology
- Understand that production, distribution, and consumption of goods and services have changed over time
- Use a variety of sources to investigate and trace change over time in the production, distribution, and consumption of goods and services
- Describe conflicts that that occurred among and between diverse groups (e.g., Native Americans and early explorers, Native Americans and colonists, the British government) during the settlement of the United States
- Explain the causes of these conflicts and the outcomes

4th grade—Historical Perspective

- Understand that the history of Kentucky has been impacted by significant individuals, groups, and advances in technology
- Use a variety of sources to investigate and trace change over time in the production, distribution, and consumption of goods and services in Kentucky
- Understand that individuals, groups, and businesses demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution and consumptions of goods and services
- Describe conflicts that occurred among diverse groups in the settlement of Kentucky

6. ***Daniel Boone and 30 axmen worked to cut a trail that would become the Wilderness Road. This trail became the path that over 300,000 settlers followed toward settlements west of the Cumberland Mountain.***

Part One--Chapter 6--Prior to the Wilderness Road, western settlement was dependent on water travel (reaching Kentucky on the Ohio River). Research overland travel in the 18th century. What tools and technology were used? What supplies did settlers need to make the journey? What were the hardships they faced? How did the Wilderness Road change the settlement process? What factors made the opening of the Wilderness Road such a significant factor in settlement of America west of the Appalachian Mountains?

AP US History--GEO—1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

High Schools—Geography/Economics/Historical Perspectives

- Demonstrate an understanding of the nature of limited resources and scarcity
- Understand that human actions modify the physical environment and, in turn, the physical environment limits or promotes human activity
- Analyze the causes of movement and settlement and their impacts
- Explain how technology has facilitated the movement of goods, services, and populations, increased economic interdependence, and influenced development of centers of economic activity
- Describe human strategies use to overcome limits of the physical environment

Middle School—Historical Perspective/Geography

- Understand how human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in the United States

5th grade—Historical Perspective/Geography

- Describe how people modified the physical environment to meet their needs during the early settlement of the United States
- Investigate how advances in technology over time allowed people to settle in places previously inaccessible
- Explain how places and regions are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate landforms, bodies of water)
- Analyze how the physical environment promoted and restricted human activities during the early settlement of the United States
- Explain reasons that individuals and groups explored and settled in the United States

- Locate and describe patterns of human settlements and explain how these patterns were influenced by the physical characteristics of places and regions in the United States

4th grade—Historical Perspective

- Interpret and describe events in Kentucky history in terms of their importance
- Investigate and chronologically describe significant events in Kentucky history,
- Investigate interactions among human activities and the physical environment
- Explain how people modified the physical environment (dams, roads, bridges) to meet their needs
- Explain how physical factors impacted human activities during the early settlement of Kentucky

7. ***Native American tribes were displaced by the purchase and settlement of Kentucky creating conflicts among the tribes and between the Native Americans and the settlers. The conflicts were fed by British payment to Native Americans for resistance to settlement and that resistance made settling Kentucky territory an ongoing challenge.***

Part One--Chapters 5 & 7--Compare and contrast the cultures and actions of the Cherokees and the Shawnees in the settlement of Kentucky. How did the actions of the government and of the settlers impact the actions of the Native Americans?

AP US History-- WOR—1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

High School—Cultures and Societies

- Understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competitions) and are influenced by culture
- Understand that culture affects how people in a society behave in relation to groups and their environment
- Analyze cultural elements of diverse groups in the United State

5th grade—Cultures and Societies/Geography/Historical Perspective

- Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.
- Describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early explorers, Native Americans and the colonists, the British Government, and the English Colonists) during the settlements of the United States.
- Explain the causes of the conflicts and the outcomes.
- Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture
- Explain how the different perspectives of individuals and groups impact decisions about the use of land
- Explain reasons that individuals and groups explored and settled in the United States

4th grade—Cultures and Societies/Geography/Historical Perspective

- Explore and compare cultural elements of diverse groups in the early settlement of Kentucky
- Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture
- Describe conflicts that occurred between diverse groups in the settlement of Kentucky
- Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture

- Describe patterns of human settlement in regions of Kentucky and explain relationships between these patterns and the characteristics of the region
- Explain the reasons that different groups of people explored and settled in Kentucky

AP Thematic Learning Objectives:

Key Concept 2.1 *Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.*

Key Concept 3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

MIG—2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

CUL—4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

GEO—1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR—1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

Significant People

(Video Part(s) and Chapter Number(s) in which people are addressed are indicated for teacher reference.)

Rebecca Bryan Boone
(1-2; 1-5; 2-1; 2-2; 2-3; 2-4; 2-6; 2-7)

John Stewart
(1-4)

Colonel Richard Henderson
(1-6; 1-7; 2-1)

James Harrod
(1-6; 2-1; 2-2)

Axmen
(1-6)

Benjamin Logan
(1-6; 2-2; 2-3)

Tsiyugunsin (Dragging Canoe)
(1-6)

Henry Hamilton
(1-7; 2-2; 2-3)

Squire Boone
(1-3; 1-4; 1-5; 2-1)

Sarah Boone
(1-2; 2-3; 2-7)

John Finley
(1-2; 1-3)

Simon Kenton
(2-2)

General John Burgoyne
(2-2)

George Rogers Clark
(2-3; 2-4)

John Filson
(2-6)

Isaac Shelby
(2-2; 2-6)

Significant People Activities

Choose/assign a significant historical figure. Research his/her life.

1. Create a mask that represents the figure. Write and deliver a speech/monologue “as” the person that gives key facts about your life and importance.
2. Create a script for a talk show interview of the person that informs about their life and present it with a partner as the interviewer.
3. Create an illustrated timeline of the life of the person that includes detailed captions about significant life events.
4. Write the obituary for the significant person. Be sure to include biographical information AND information about the importance of the individual.

5. Design a costume for the individual and present your information "as" the person.
6. Create a picture book biography of the person. Share your picture book with students in a younger grade.
7. Create a "ME BOX" for your historical figure. Decorate and fill a shoebox with important items and/or a diorama that reflects the life and facts about your person.

<ul style="list-style-type: none"> ○ Wife of Daniel Boone ○ Had 10 children ○ Often ran household on her own as Daniel was gone to explore and hunt 	<ul style="list-style-type: none"> ○ Brother-in-law and friend of Daniel Boone ○ Longhunter ○ Set out with Boone to explore and hunt in Kentucky in 1769
<ul style="list-style-type: none"> ○ Land speculator that founded the Transylvania Land Company ○ Opened negotiations with Cherokee leaders for several million acres between Cumberland and Kentucky Rivers 	<ul style="list-style-type: none"> ○ Founded first permanent settlement in Kentucky (became Harrodsburg) ○ Opposed Richard Henderson's claims and settlement in the area
<ul style="list-style-type: none"> ○ Group of 31 hired to clear and widen the trail through the Cumberland Gap to Otter Creek of the Kentucky River ○ Axes and tomahawks were used to clear underbrush and foliage 	<ul style="list-style-type: none"> ○ Built Logan's Fort which became St. Asaph's (near Stanford) ○ Served under George Rogers Clark during American Revolution ○ Delegate to 1st KY constitution
<ul style="list-style-type: none"> ○ Cherokee war chief who become important war leader in conflicts between settlers, colonists, and the Native Americans 	<ul style="list-style-type: none"> ○ Nicknamed "hair buyer" ○ Encouraged raids by Native Americans against frontier settlements in Pennsylvania, Virginia, and Kentucky
<ul style="list-style-type: none"> ○ Brother of Daniel Boone ○ Frontiersman, longhunter, soldier ○ Explored and settled Kentucky 	<ul style="list-style-type: none"> ○ Sister-in-law of Daniel Boone ○ Taught Daniel Boone to read

Daniel Boone and the Opening of the American West

<ul style="list-style-type: none"> ○ Explorer and frontiersman who told Daniel Boone about the wonders of Kentucky ○ Influenced Boone to seek his fortune in Kentucky 	<ul style="list-style-type: none"> ○ Frontiersman and friend of Daniel Boone credited with saving his life ○ Served as scout during Lord Dunmore's War ○ Served under George Rogers Clark
<ul style="list-style-type: none"> ○ British officer ○ Surrendered at Battle of Saratoga 	<ul style="list-style-type: none"> ○ Explorer/Brother of William Clark ○ Military leader during American Revolution ○ Considered "conqueror of the Old Northwest"
<ul style="list-style-type: none"> ○ Kentucky historian ○ One of the founders of Cincinnati ○ Author of <i>The Discover, Settlement, and Present State of Kentucky</i> that includes stories about Daniel Boone based on interviews 	<ul style="list-style-type: none"> ○ Frontiersman ○ Twice governor of Kentucky ○ Surveyor for Transylvania Company ○ Delegate to first Kentucky constitution

Vocabulary Matching Cards—Played as Memory Game matching term and definition/description

dissenter	Someone who actively disagrees with a policy or rule
pacifist	Someone who is strongly and actively opposed to violence, conflict, and war
treaty	A contract or document signed by authorized representatives to end conflict
militia	Part of an organized armed force called up in an emergency or called to military service

wagoner	A driver of a wagon
limber	Two-wheeled, horse-drawn vehicle used to pull cannon into battle
expedition	A trip or journey taken on for a specific purpose—often to discover or explore
civil upheaval	disorder or conflict carried out by average people (not a military conflict)

mercenary	Person who fights or provides other services for pay or other advantage rather than political or government loyalty
siege	Military blockade in which people are cut off from resources in order to force surrender
alliance	Joining together of people or groups with common interests to provide common support
delegate	A representative to a conference or legislative body with authority to act for those they represent

dispossess	To deprive someone of their property, land, or security
invasion	The act of coming into an area for conquest or plunder
entrepreneur	One who organizes or takes on the risks for a business or enterprise
court martial	Trial by military personnel for those in the military and under their jurisdiction

palisades	A line of tall cliffs; a fence of stakes around a settlement for defense
sinkhole	A hollow in limestone region that may open to an underground cavern or passage
sinking spring	Water source in limestone formation that combines above ground and underground spring
canebrake	Large area of tall, dense cane (a reed-like plant growing more than 10 ft. tall)
tributary	Stream or small river that flows into a larger river or lake

bur oak	Member of white oak family with fringed cap around acorn; cold hardy and drought tolerant
buffalo trace	Trails through wilderness created by herds of buffalo; became natural paths for pioneers to follow
salt lick	Naturally occurring mineral deposit where animals go to get salts and other minerals needed in their diets
Inner Bluegrass	Central part of the Kentucky Bluegrass region with gently rolling hills and rich, fertile soil
Outer Bluegrass	Outer rim of the Kentucky Bluegrass region characterized by knobs, deeper valleys, and little flat land

limestone	Rock formed by accumulation of calcium carbonate organic remains; stone composing over 50% of Kentucky's surface stone
savanna	Large, treeless plain
ravine	Small, narrow, steep-sided valley usually created by water erosion
surveyor	Person who takes measurements of land to verify land titles and deeds
shingling	The overlapping of land claims based on conflicting grants, faulty surveys, and duplicate claims

piggin	Small wooden pail with one stave extended above the rim as a handle
ridge	Top rim of hills or mountains
topography	Configuration of a surface including the relief and the natural and man-made features
rebuff	to reject or turn down in an unkind manner; to refuse in an ungracious manner
hostilities	fighting; conflict; acts of warfare
stockade	enclosure created by barrier of upright wooden posts built as a defense against attack or to enclose animals

pilfer	to steal in small amounts, usually over and over again
Warrior's Path	a Native American route used by various tribes to travel along a north-south path through Kentucky
protracted	lasting longer than expected; lasting for a long time
clubbed up	a hairstyle in which long hair is pulled back and the "tail" is wrapped or bound like a club
perilous	dangerous or risky
salt makers	one who works to separate salt from other minerals using water and evaporation

myriad	countless; a great number
innumerable	Too many to be counted
fault lines	a line along the rock surface or underground that traces a break or fracture in the earth's surface
outcrop	a formation of rock that is visible above the earth's surface
eminence	a place of elevated land; a piece of rising ground

imbibe

to drink (usually alcohol)

Daniel Boone married Rebecca Bryan in 1756 along the Yadkin River.

On May 1, 1769, Boone set out with his brother, Squire, and brother-in-law for Kentucky.

Boone and 30 axmen began cutting the Wilderness Road on March 10, 1775.

Daniel Boone was born in Berks County, Pennsylvania on November 2, 1734.

Jan Weaver Lanham, Ph. D.

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PROFILE

- Accomplished instructor/consultant, providing training on all facets of gifted education, curriculum pedagogy, differentiation, current instructional initiatives
- Accomplished writer/communicator, creating curriculum resources and contributing to print resources in support of instructional best practice and standards integration
- Well-evaluated educator with post-secondary and public school experience in multiple roles demonstrating high levels of comfort with education curriculum and pedagogy, as well as, passion for quality education for all students.

EDUCATION

Ph.D. in Education Joint Doctoral Program through the Department of Leadership, Foundations, and Human Resource Education of the University of Louisville, Louisville, KY, and the College of Education and Behavioral Sciences of Western Kentucky University, Bowling Green, KY

Master of Arts in Education with Gifted Education Endorsement, Western Kentucky University, Bowling Green, KY, 1982.

Bachelor of Science in Education with double majors in elementary education and music, Western Kentucky University, Bowling Green, KY, 1975.

ACADEMIC/TEACHING EXPERIENCE

Consultant, It's All About Potential! Present

- Providing targeted professional development to teachers, administrators, and parents in support of Kentucky educational initiatives—(PGES, KSI, implementation of Ky. Core Academic Standards, curriculum differentiation, writing integration)

Teacher, VAMPY (Verbally and Mathematically Precocious Youth) and SCATS (Summer Camp for Academically Talented Students)—Summer residential gifted camp at Western Kentucky University, Bowling Green, KY

- Instructor of intensive courses—full day over three weeks (VAMPY): Ancient Civilizations, Revolutions
- Instructor of advanced courses—one of 4 offerings daily over two weeks (SCATS): Holocaust, The Great Depression, Advanced Drawing, Russia Then and Now, Historical Greats—Who Are They and What Do They Teach Us?, Creative Writing

Assistant Professor of Education, Field Placement Coordinator, Director of Middle Level Education, St. Catharine College, Springfield, KY

Principal, Cox's Creek Elementary School, Nelson County Board of Education, Bardstown, KY,

Adjunct Instructor, Western Kentucky University, Bowling Green, KY

Adjunct Instructor, Eastern Kentucky University, Richmond, KY

Fine Arts Teacher/Gifted Specialist, Marion County Schools, Lebanon, KY.

Gifted Education Teacher/Coordinator, Marion County Schools, Lebanon, KY.

Classroom Teacher, Marion County Schools, Lebanon, KY.

Classroom Teacher, Columbus Public Schools, Columbus, OH.

Classroom Teacher, Owensboro Independent Schools, Owensboro, KY.

Classroom Teacher, Bowling Green Independent Schools, Bowling Green, KY

CONTRIBUTIONS TO EDUCATIONAL RESOURCES

- Lanham, Jan. “*Differentiation* in Visual and Performing Arts: Using Multi-disciplinary Agenda and Centers to Foster Continuous Progress” in *Teacher’s Survival Guide—Differentiation in the Elementary Classroom* by Roberts, J. L. and Inman, T. (2012), Waco, TX: Prufrock Press.
- Lanham, Jan. “Survival Secrets for Pretesting” in *Teacher’s Survival Guide—Gifted Education* by Roberts, J. L. and Boggess, J. (2011), Waco, TX: Prufrock Press

RELATED EDUCATIONAL EXPERIENCES/TRAININGS

- **Instruction for Diverse Populations**
- **Professional Growth and Effectiveness Evaluation Training/Certification**
- **Gates Foundation Training—Literacy Design Collaborative and Math Design Collaborative**
- **De-Escalation and Safe Crisis Management Training**
- **Twice Exceptional—Unmasking Strengths Training**
- **Special Education Regulations and Instructional Best Practices**
- **Autism Spectrum Disorders—Finding the Gifts**
- **Kids Who Outwit Adults—John Seita Training**
- **RTI/KSI Training**
- **Kentucky Virtual High School/BAVEL**
- **Grant Writing to Support Educational Initiatives Training**
- **Capitol Area Space Training**
- **Kentucky Writing Project**
- **Space Orientation for Teachers**

AWARDS AND HONORS

- KMEA Outstanding Administrator—4th District
- Bowling Green High School Outstanding Alumni
- Louis B. Nunn Kentucky Teacher Hall of Fame
- Finalist Kentucky Association of Elementary School Principals Distinguished Principal
- Governor’s Task Force for Gifted and Talented Education
- Kentucky Advisory Council for Gifted and Talented Education
- Kentucky Association for Gifted Education Service and Advocacy Award
- Ashland Teacher of the Year
- Ashland Golden Apple Achiever Award
- Lebanon/Marion County Chamber of Commerce Educator of the Year