Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

HEADING WEST: EXPLORING THE FRONTIER

GRADE 1 UNIT 9 | ACTIVITY BOOK

EDITION 1

Grade 1 | Unit 9

Heading West: Exploring the Frontier

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Listen to your teacher's directions, and color or mark the appropriate parts of the map.

Unit 9

NAME: _____

DATE: _____

Dear Family Member,

Today, your student has started learning about Daniel Boone, one of the first persons to explore the land west of the Appalachian Mountains. Daniel Boone helped make the Wilderness Road, which allowed other settlers to move west. During the next several days, your student will continue to learn about the westward expansion of the United States and specifically about the travels of Lewis and Clark. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this period of American history.

1. Where Are We?

Have your student locate the Appalachian Mountains on a map. Share with each other any knowledge that you have of this area. (If you do not have a map, check one out from the library.)

2. Draw and Write

Have your student draw and/or write about what has been learned about Daniel Boone and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school, such as *barrier, claimed, settlements, woodsmen, passes, pioneers, trailblazer,* and *wilderness*.

3. If You Were There

With your student, imagine what it would have been like to have been with Daniel Boone when he crossed the Appalachian Mountains through the Cumberland Gap or made the Wilderness Road. Talk about what you would have seen and heard and how you would have felt.

4. Borrow a Book

Set aside time to read to your student each day. The local library has a variety of books about this period of American history.

Be sure to let your student know how much you enjoy hearing about what they have been learning about at school.

NAME: _____

DATE: _____

2.1 **Activity Page**

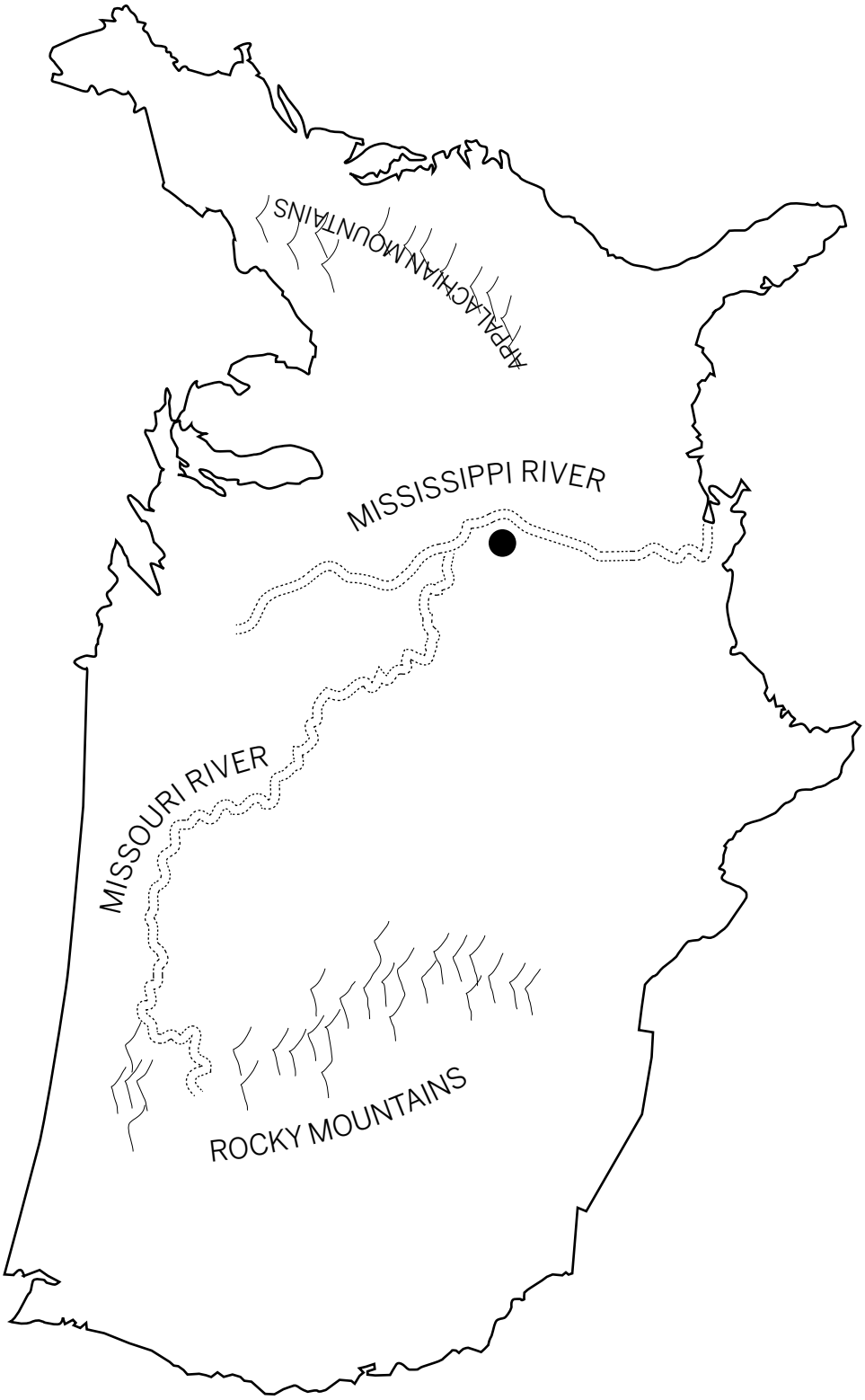
Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Listen to the directions the teacher reads and color or mark the appropriate parts of the map.



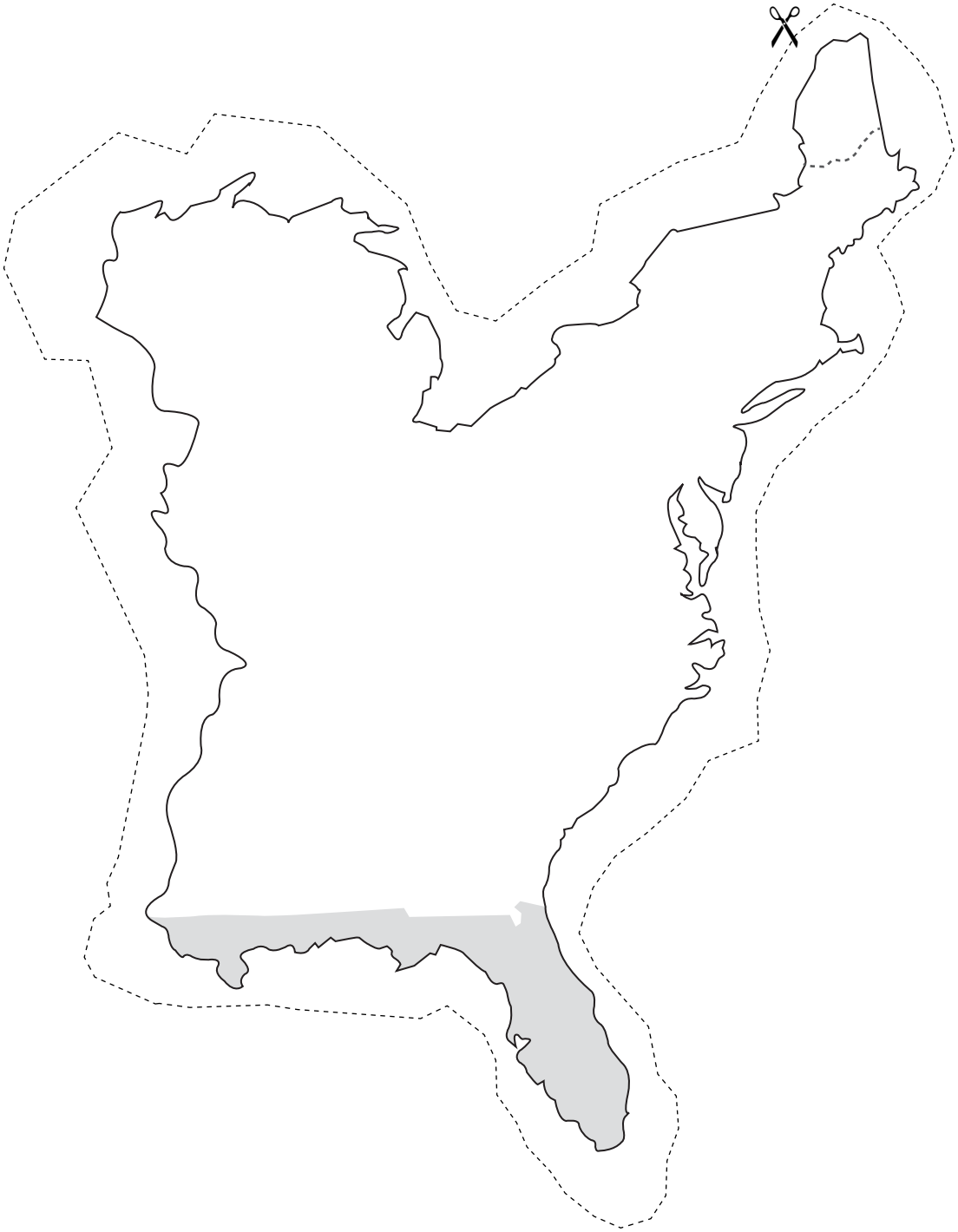
Unit 9

NAME: _____

DATE: _____

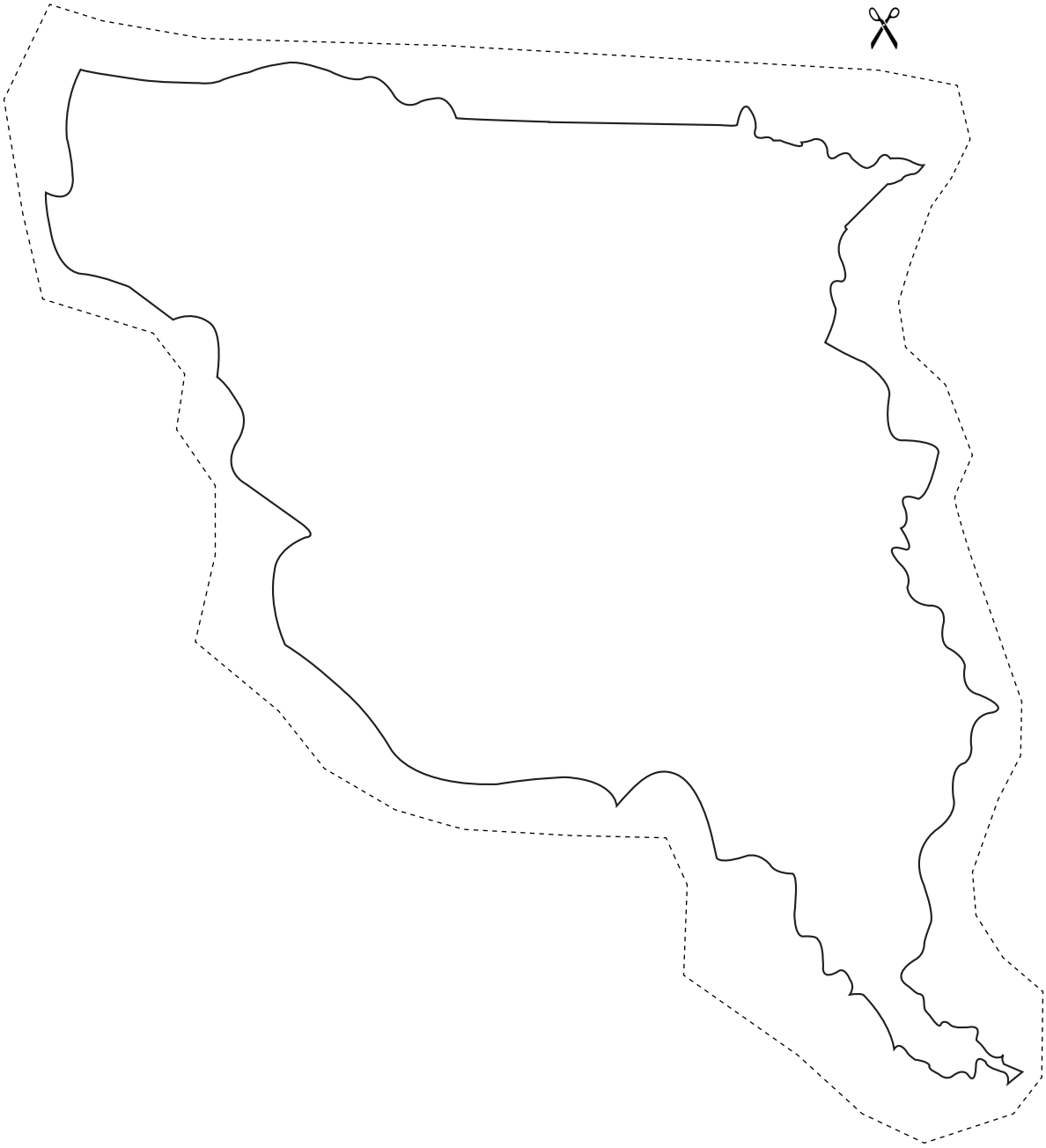
4.1 **Activity Page**

Directions: Color the picture of the United States before the purchase of the Louisiana Territory and then cut it out. Color the picture of the Louisiana Territory another color and then cut it out. Place the Louisiana Territory and the eastern portion of the United States together. Glue or tape the two pieces of the puzzle together on a blank sheet of paper.



NAME: _____

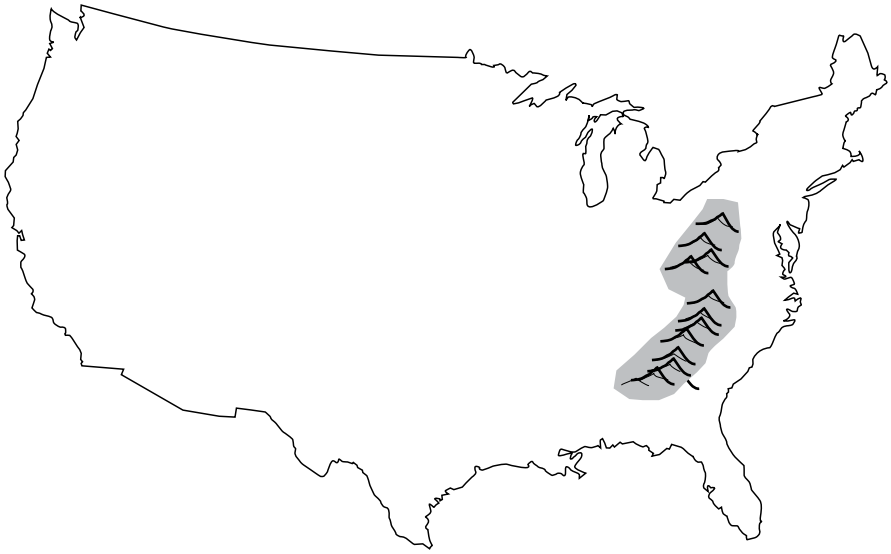
DATE: _____

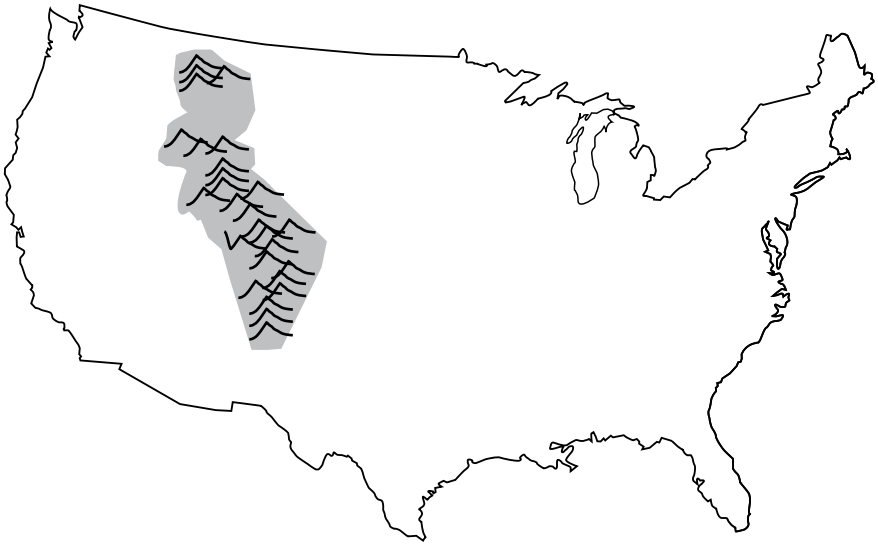


NAME: _____

DATE: _____

PP.1 **Activity Page**





Directions: Listen to your teacher's directions.

Unit 9

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4.		
5.		
6.		
7.		
8.		

NAME: _____

DATE: _____

Three Tasks

Make friends with Native Americans	Find an all-water route to the Pacific Ocean	Collect samples of plants and animals

NAME: _____

DATE: _____

Dear Family Member,

Over the next several days, your student will learn more about the westward expansion of the United States. Your student already learned about the Louisiana Purchase and will continue learning about Lewis and Clark and the Corps of Discovery. Your student will also learn about Sacagawea, who helped the Corps as a guide.

1. If You Were There

With your student, imagine what it would have been like to have journeyed with the Corps of Discovery as they traveled through new lands and discovered new plants and animals. Talk about what you would have seen and heard and how you might have felt.

2. Draw and Write

Have your student draw and/or write about what has been learned about Lewis and Clark and the Corps of Discovery, and then ask them to share the drawing with you. Ask questions to keep your student using the vocabulary learned at school. You may wish to have your student list the three tasks President Thomas Jefferson wanted the Lewis and Clark expedition to accomplish (1. making friends with Native Americans; 2. collecting samples of different plants and animals; 3. finding a water route all the way to the Pacific Ocean).

3. Sacagawea and the Sacagawea Golden Dollar Coin

If possible, show your student a Sacagawea Golden Dollar Coin and point out Sacagawea.

4. Borrow a Book

Set aside time to read to your student each day.

NAME: _____

DATE: _____

UA.1 **Assessment**

1.		
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10.		

Directions: Listen to your teacher's instructions.

Unit 9

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

UA.2 Assessment

Directions: Listen to your teacher's instructions.

1.	Daniel Boone	Lewis and Clark	Thomas Jefferson
2.	Daniel Boone	Lewis and Clark	Thomas Jefferson
3.	Daniel Boone	Lewis and Clark	Native Americans
4.	Daniel Boone	Lewis and Clark	Native Americans
5.	Daniel Boone	Lewis and Clark	Sacagawea

Unit 9

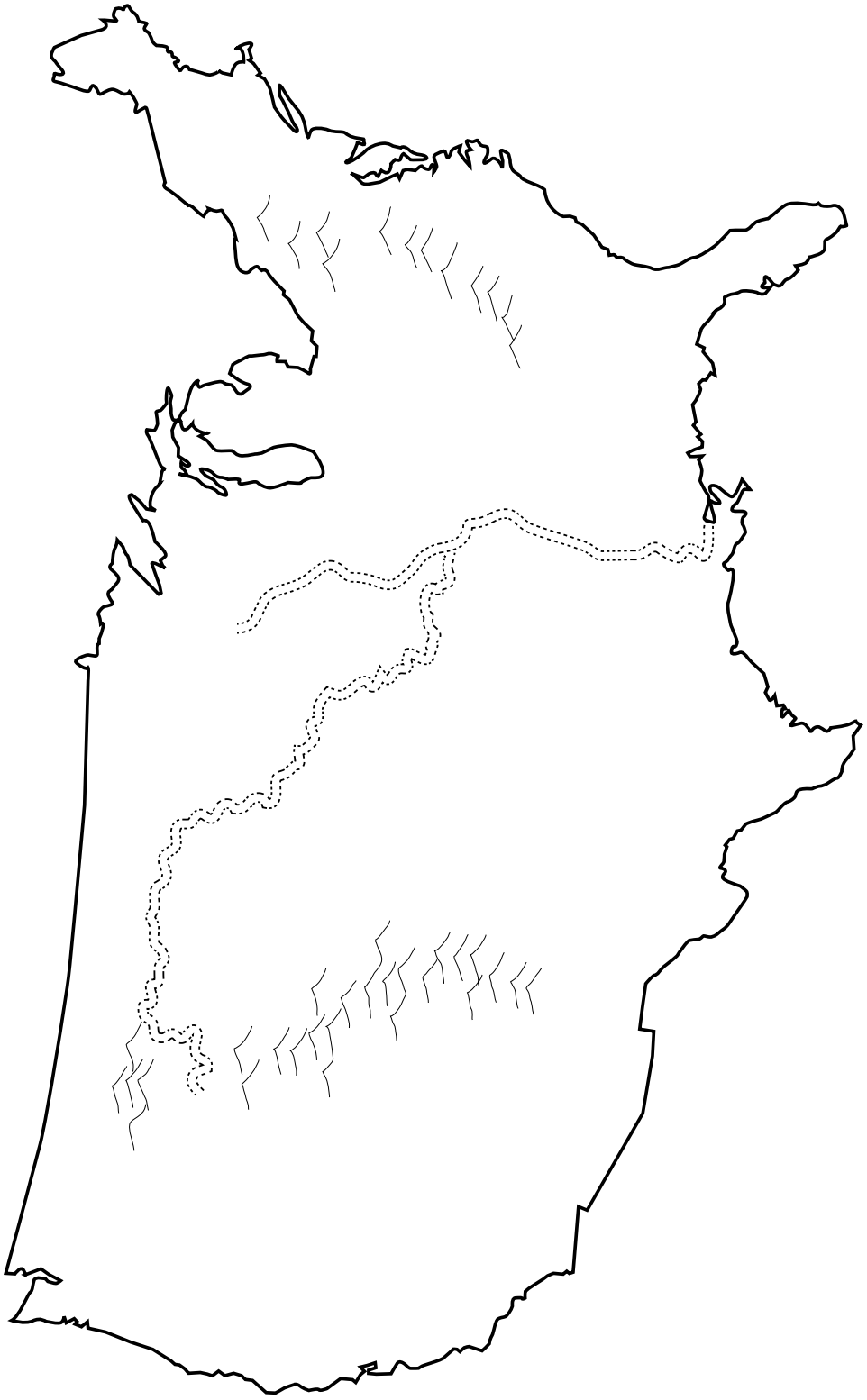
6.	Daniel Boone	Lewis and Clark	Native Americans
7.	Daniel Boone	Lewis and Clark	Thomas Jefferson
8.	Daniel Boone	Lewis and Clark	Sacagawea
9.	Daniel Boone	Lewis and Clark	Native Americans
10.	Daniel Boone	Lewis and Clark	Thomas Jefferson

NAME: _____

DATE: _____

UA.3 Assessment

Directions: Look at your map. First, find the Appalachian Mountains and color them brown. Next, find the Mississippi River and color it blue. Then, find the Rocky Mountains and color them yellow. Last, find the area or territory that represents the Louisiana Purchase and color it green.



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