

Our Star-Spangled Story

Answer Key

and

Literature Guide

Our Star-Spangled Story Answer Key and Literature Guide

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Answer Key

Unit 1

Lesson 1 Review Questions

1. Who are the two people from whom everyone in the world is descended? *Adam and Eve (2)*
 2. What are two ideas about how people reached North America and South America? *People may have reached North America and South America by walking over a land bridge or by boat. (5-6)*
 3. What are some reasons people want to move to new places? *Answers will vary, but may include: more living space; more land for farming and hunting; disagreements with people where you live; wanting to tell people in other places about Jesus; a new or different job; escaping from a war.*
2. How do you think native people felt when the Spanish arrived in their homeland? *Answers will vary, but may include: They felt scared the Spanish would hurt them or make them slaves. They felt angry the Spanish wanted their land. They wanted the things the Spanish had. They felt sad that people died from disease. They were worried they would lose their homes. They wanted to learn from the Spanish.*
 3. Why do you think people wanted to explore land in the New World? *Answers will vary, but may include: They wanted to find spices. They were curious about new lands. They wanted to find gold or earn money. They wanted to teach people about Jesus.*

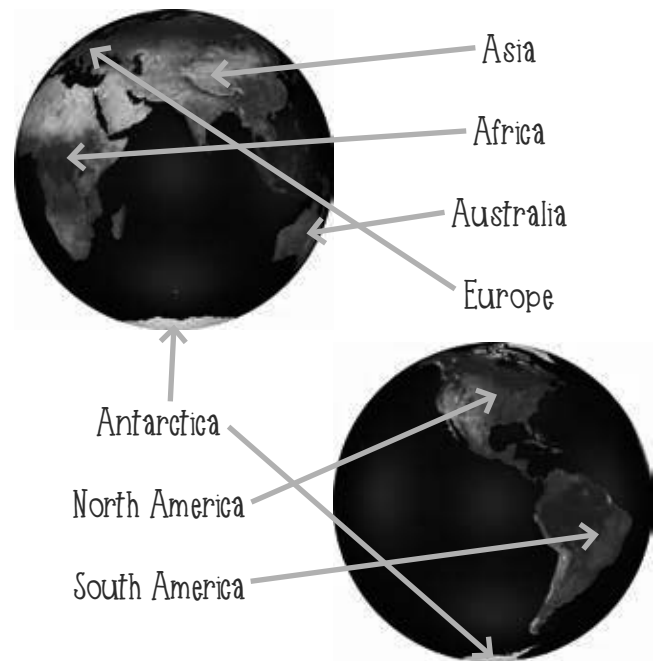
Lesson 2 Review Questions

1. What building materials did the Puebloan people use? *The Puebloan people made buildings from stone, wood, and adobe. They also carved rooms in cliffs. (10-12)*
2. Why do you think the Acoma Puebloan people wanted to build their village on top of Acoma Rock? *Answers will vary, but may include: There was rock to use to build with. They were safe from enemies. They were near the valley for farming; it is a beautiful place.*
3. What are three things that are different about the life of the Puebloan people compared to your life? *Answers will vary.*

Lesson 3 Review Questions

1. What did Columbus think he would find if he sailed west across the Atlantic Ocean? *Columbus thought he would find the Indies. (18)*

Student Workbook: Lesson 3 / Unit 1 Review



What continent did Columbus, Cabot, and Coronado sail from to explore the Americas?
Europe

Unit 2

Lesson 4 Review Questions

1. What is a colony? *A colony is a new settlement established by a faraway country. (26)*
2. Why did the Pilgrims give thanks at their harvest feast? *The Pilgrims thanked God for seeing them through their first year in the New World. (29)*
3. What do you think would be hard about living in Plymouth the first year? *Answers will vary, but may include: building a settlement from nothing; disease; harsh weather; struggling to grow food; being far from loved ones; losing loved ones.*

Lesson 5 Review Questions:

1. How did indentured servants get help after their time of service was over? *Masters gave them supplies to start their own farm. (31)*
2. How has the area around the Wyckoff house changed since it was built? *Answers will vary, but may include: The area around the house used to be a prosperous farm. It now has only one acre surrounding it. It was part of a tiny settlement on Manhattan Island. Now 1.5 million people live on Manhattan Island. The house has a McDonald's, a car wash, and a junk yard close by. (32-34)*
3. Do you think it is important for people to preserve the Wyckoff house as a museum? Why? *Answers will vary.*

Lesson 6 Review Questions

1. How did John Eliot learn to speak Algonquian? *He invited a native person who spoke English and Algonquian to live with his family. John Eliot learned from him. (37)*
2. How would you answer the question, "How can we know Jesus Christ?" *Answers will vary.*
3. How does it help people to have the Bible in their own language? *Answers will vary, but may*

include: People can read what the Bible says for themselves. People can check that the teaching they hear matches the Bible.

Student Workbook: Lesson 6 / Unit 2 Review

1. Mayflower (27)
2. Plymouth (27)
3. Henry Hudson (31)
4. New York City (32)
5. Puritans (39)
6. John Eliot (41)

Unit 3

Lesson 7 Review Questions

1. How did the Mohawk chiefs offer to help German refugees in London? *They offered to give the refugees some of their land. (46)*
2. Why do you think Conrad Weiser did a good job as an "Indian agent"? *Answers will vary, but may include: He was a believer in Jesus. He had lived with the Mohawk. He understood settlers and native people.*
3. Why did many German settlers move from New York to Pennsylvania? *The governor of New York did not think they should live there. He sold the settlers' land to merchants. (49)*

Lesson 8 Review Questions

1. Why did James Oglethorpe want to start a new colony in America? *James Oglethorpe wanted a place where poor people could begin a new life. (52-53)*
2. What are some ways that James Oglethorpe helped the new colony of Georgia? *Answers will vary, but may include: James Oglethorpe convinced King George II to start the colony. Oglethorpe traveled with the first settlers. Oglethorpe found a place to build the first settlement. Oglethorpe used his own money to help the colony get off to a good start. Oglethorpe*

worked with Tomochichi and other native people for peace. Oglethorpe visited the colony many times to help. (53-55)

3. Why do you think Tomochichi wanted Christian education for his people? *Answers will vary, but may include: Tomochichi wanted his people to learn about Christ. Tomochichi wanted his people to be able to interact with English settlers. Tomochichi saw the benefits of education.*

Lesson 9 Review Questions

1. Why did Europeans want to buy so many beaver pelts from the New World? *Hats made from beaver fur were very popular in Europe. (61)*
2. Why did Louis Joliet want to explore the Mississippi River? *He wanted to find out if it went to the Gulf of Mexico or the Pacific Ocean. He also wanted to find natives who would trade furs. (64)*
3. Why do you think Europeans wanted to find a way to get to Asia by water? *Answers will vary, but may include: A water route seemed like the easiest way to get to Asia. They wanted to reach Asia for trade.*

Student Workbook: Lesson 9 / Unit 3 Review

Matching from top to bottom: Indian Agent (49), Oneida Leader (50), Founder of Pennsylvania Colony (49), Founder of Georgia Colony (53), Yamacraw Chief (54), Explorer (64-65)

Unit 4

Lesson 10 Review Questions

1. What happened at the Boston Massacre? *British soldiers fired guns into a crowd of angry Boston citizens. They killed five people. (72)*
2. What did patriots want the colonies to do? *Patriots wanted the colonies to break free from England. (72)*

3. Do you think the Boston Tea Party was a good thing to participate in? *Answers will vary.*

Lesson 11 Review Questions

1. Why were the delegates at the Continental Congress afraid to speak at first? *They were afraid of offending someone. (77)*
2. What do you think Patrick Henry meant when he said, "Give me liberty or give me death"? *Answers will vary, but may include: Patrick Henry felt that it was better to have liberty than to live without liberty. He was willing to die to have liberty.*
3. What things did the colonies need to do to prepare for war with the British? *Answers will vary, but may include: get weapons; train soldiers; choose men to lead the soldiers; help colonists to prepare for war. (78)*

Lesson 12 Review Questions

1. Why do you think most people did not teach slaves to read? *Answers will vary, but may include: People thought a slave did not need to know how to read. People thought that slaves who could read would try to leave. People did not want slaves to be able to learn.*
2. Phillis Wheatley was the first woman from Africa to accomplish what in America? *Phillis Wheatley was the first woman from Africa to have something published in America. (84)*
3. How did George Washington show respect to Phillis Wheatley? *Answers will vary, but may include: George Washington wrote her a letter thanking her for her poem. He said he wished other people could read her poem. He invited her to come and visit him. (86)*

Student Workbook: Lesson 12 / Unit 4 Review

Numbers in Boxes: 2 (80), 3 (85), 1 (73), 4 (86)

Unit 5

Lesson 13 Review Questions

1. What happened on the night of April 18, 1775? *Paul Revere and others rode through the countryside warning Minutemen that British soldiers were coming toward them. (91)*
2. What did Paul Revere do in his business? *Paul Revere did metalworking, printing, bell-making, and producing copper sheets. (92-94)*
3. Why do you think the citizens of Boston respected Paul Revere? *Answers will vary, but may include: He ran a successful business. He worked for the cause of American independence. He risked his life to help America become independent.*

Lesson 14 Review Questions

1. The Declaration of Independence declared the colonies independent of what country? *Great Britain, or England (99)*
2. Why do you think that the Continental Congress wanted all American soldiers to hear the Declaration of Independence? *Answers will vary, but may include: The soldiers needed to know they were not fighting to defend their rights as British citizens. They were fighting to establish a new country.*
3. Why was it bold and dangerous for men to sign the Declaration of Independence? *Great Britain would see them as traitors to the king. They could be executed if the British won the war. (100)*

Lesson 15 Review Questions

1. What group made decisions for the new United States during the American Revolution and the early years as a nation? *The Continental Congress (103)*
2. Why was James Madison worried about his country in 1787? *The states were not working*

well together. He was afraid the “American experiment” would turn out to be a disaster. (105)

3. What helped to prepare James Madison to be a leader in working out a new Constitution? *Answers will vary, but may include: a good education; a good library; wise friends; experience in working in government.*

Student Workbook: Lesson 15 / Unit 5 Review

1. FIRST SHOTS FIRED! (99)
2. THE BRITISH ARE COMING! (91)
3. COLONIES ARE INDEPENDENT (100)
4. CONSTITUTIONAL CONVENTION BEGINS (105)
5. GREAT BRITAIN SURRENDERS (101)
6. CONSTITUTION APPROVED BY STATES (107)

Unit 6

Lesson 16 Review Questions

1. Why is George Washington known as the “Father of His Country”? *Answers will vary but may include: He led and served. He commanded the American Army. He was the first president.*
2. Why did George Washington spend so much time away from Mount Vernon? *He was away serving his country by commanding the army and serving in government. (114)*
3. What does the peace dove weathervane on the top of Mount Vernon symbolize? *The weathervane symbolizes George Washington’s hopes for peace for his country. (115)*

Lesson 17 Review Questions

1. What did John Adams pray for in his letter to his wife Abigail? *He prayed for blessings on the president’s house and all who would live there. (117)*
2. What two cities hosted the United States government before the capital moved to Washington? *New York City and Philadelphia (117)*

3. List five tasks that were involved in establishing the city of Washington. *Answers will vary, but may include: choosing a site for the city; choosing a name for the city; surveying the area; designing the city; designing the president's house; building the president's house. (118-119)*
2. What was the purpose of camp meetings? *Answers will vary, but may include: Camp meetings were gatherings for communion, preaching, singing, and praying. Preachers proclaimed the gospel at camp meetings. Many people became Christians. (133)*

Lesson 18 Review Questions

1. In what war did Daniel Boone serve alongside George Washington? *French and Indian War (123)*
2. How did Daniel Boone help settlers move across the Appalachian Mountains? *Answers will vary, but may include: He explored. He led a team to cut a trail over the mountains. He established Fort Boonesborough. (124-125)*
3. Why do you think Daniel Boone became an American hero? *Answers will vary, but may include: He served his country. He helped Americans move across the Appalachian Mountains. He was brave and skilled. He had an interesting and adventurous life.*

Student Workbook: Lesson 18 / Unit 6 Review

1. Abigail Adams (120)
2. Martha Washington (113)
3. George Washington (114)
4. Daniel Boone (124)
5. John Adams (120)

Unit 7

Lesson 19 Review Questions

1. Why did many frontier preachers ride a circuit to hold church services, teach, and encourage, instead of ministering in one place? *Answers will vary, but may include: Families were very spread out on the frontier. Many of them could not come to a town for church. Circuit riders went to where people were. (132)*

2. What was the purpose of camp meetings? *Answers will vary, but may include: Camp meetings were gatherings for communion, preaching, singing, and praying. Preachers proclaimed the gospel at camp meetings. Many people became Christians. (133)*
3. If you lived in Kentucky in 1801, would you want to attend a camp meeting? Why? *Answers will vary.*

Lesson 20 Review Questions

1. What was one reason Thomas Jefferson wanted an expedition to explore the West? *Answers will vary, but may include: Jefferson wanted to know if there was a river route to the Pacific Ocean. He wanted to know what plants and animals were in the West. He wanted to know what native nations lived in the West. (136)*
2. What country did the United States buy the Louisiana Purchase from? *France (137)*
3. Why were people in St. Louis and other places in the United States surprised to see the expedition return? *They had been gone two years. Americans thought they had died. (143)*

Lesson 21 Review Questions

1. How did Robert Fulton's training in art help him when he later became an inventor? *Fulton was able to draw diagrams of his designs. (147)*
2. What did Robert Fulton do when people laughed at his steamship? *He kept working and finished it. (148)*
3. Why do people want faster and easier ways to travel? *Answers will vary.*

Student Workbook: Lesson 21 / Unit 7 Review

1. circuit riders (132)
2. camp meetings (133)
3. Lewis and Clark (137)
4. Sacagawea (138)
5. Robert Fulton (144)
6. steamship (148)

Unit 8

Lesson 22 Review Questions

1. What did Tecumseh encourage the various native tribes to do? *Tecumseh encouraged the different native tribes to work together to defend their land and way of life. (154)*
2. Why did American settlers want more land? *American settlers wanted land to establish farms and build cities. (152)*
3. What do you think is the best way to settle disagreements? *Answers will vary.*

Lesson 23 Review Questions

1. What countries fought against each other in the War of 1812? *The United States and Great Britain (159)*
2. What poem did Mary Pickersgill's flag inspire Francis Scott Key to write? *The Star-Spangled Banner (163)*
3. What are some ways people can use their talents and skills to help their country? *Answers will vary.*

Lesson 24 Review Questions

1. Why did Thomas Gallaudet feel a connection with Alice when he first noticed her? *Alice was left out by the other children. Gallaudet had felt left out when he was a boy. (164)*
2. How did people work together to establish America's first school for the deaf? *Answers will vary, but may include: Dr. Cogswell bought sign language books and helped wealthy people hear about the project so they would donate money. Gallaudet talked to people to gain support. Gallaudet learned from people in France about how to educate deaf people. Laurent Clerc came to America to help establish the school. (167)*
3. How did Thomas Gallaudet make a difference for people in America who were deaf? *Answers will vary, but may include: Gallaudet*

demonstrated that deaf people could learn. He worked to start the first school for deaf people. After James Monroe saw the school, he announced that the government would start supporting education for people with disabilities.

Student Workbook: Lesson 24 / Unit 8 Review

1. Tecumseh (154)
2. William Henry Harrison (157)
3. Francis Scott Key (163)
4. The Star-Spangled Banner (163)
5. Thomas Gallaudet (167)
6. James Monroe (168)

Unit 9

Lesson 25 Review Questions

1. What was Andrew Jackson's nickname? How did he get it? *Andrew Jackson's nickname was Old Hickory. Soldiers he led during the War of 1812 decided he was tough as a hickory tree. (176)*
2. What battle made Andrew Jackson a national hero? *The Battle of New Orleans in the War of 1812 (176)*
3. Who did Andrew Jackson depend on to run his Hermitage plantation? *slaves (174-175)*

Lesson 26 Review Questions

1. John Ross's family background was a mix of Cherokee and people who moved to America from what country? *Scotland (181-182)*
2. How did a written language change life for the Cherokee? *Answers will vary, but may include: They could create a Constitution. They could read and write in their own language. They could have a Cherokee Bible and newspaper. (184)*
3. Why do you think Andrew Jackson and the United States government wanted native people to move west of the Mississippi? *Answers will vary, but may include: Americans*

wanted the land the native people lived on. The government did not want to continue fighting battles with native people.

Lesson 27 Review Questions

1. In what state was the Erie Canal built? *New York (186)*
2. How did canal boats move along the canal? *Horses or mules walked along the shore and pulled them. (187)*
3. What do you think would be fun about living on a canal boat? *Answers will vary.*

Student Workbook: Lesson 27 / Unit 9 Review

1. Andrew Jackson (176)
2. Old Hickory (176)
3. Cherokee (184)
4. Trail of Tears (184)
5. New York City (186)
6. Erie Canal (186)

Unit 10

Lesson 28 Review Questions

1. When Caroline Ernst and her family settled in Texas, the land was a part of what country? *Mexico (196)*
2. What happened nine years after Texas became a country independent of Mexico? *Texas became part of the United States. (200)*
3. What are some reasons you can think of that people fight wars with each other? *Answers will vary.*

Lesson 29 Review Questions

1. How did the Industrial revolution change the way many things are made? *The Industrial Revolution meant that many things were made by machine and not by hand. (203)*

2. Why do you think Lowell factory owners originally recruited New England farm girls? *Answers will vary, but may include: They thought they would be interested in the work. The farms could operate without them. They thought they would do a good job of running the machines. (205)*
3. Who replaced factory girls when they started to leave their jobs in Lowell? *Immigrants from Ireland and then other countries. (207)*

Lesson 30 Review Questions

1. Why did American officials seize the *Restauration* and tell the Norwegians they had to pay a large fine? *They had carried too many passengers on their small ship. (210)*
2. Why do you think Cleng Peerson is called the “Norwegian Daniel Boone”? *Answers will vary, but may include: Both Cleng Peerson and Daniel Boone helped people find and settle on new land. (211)*
3. Why do you think Vilhem and Elisabeth Koren were willing to make such a long and difficult journey to get to Iowa? *Answers will vary, but may include: They wanted to serve God by serving in the Lutheran church in America. They loved and cared about their fellow Norwegians. (212-213)*

Student Workbook: Lesson 30 / Unit 10 Review

1. Stephen Austin (197)
2. Texians (197)
3. factory girls (205)
4. Irish immigrants (207)
5. Norwegian immigrants (209)
6. Cleng Peerson (211)

Unit 11

Lesson 31 Review Questions

1. Why do you think a family would have wanted to move to Oregon? *Answers will vary, but may include: more room for farming; adventure; less crowded; cheaper land.*
2. Why did the men in a wagon train take turns staying awake at night? *Men in a wagon train took turns staying awake at night to make sure everyone was safe and the animals did not run away. (217)*
3. What do you think would be hard about traveling on the Oregon Trail? *Answers will vary, but may include: finding enough food and water; crossing rivers; keeping up with the other wagons; keeping track of animals; cooperating with other travelers; helping sick people; boredom.*

Lesson 32 Review Questions

1. Why did Jeff Trist live in a different place from his family? *Jeff Trist lived at a school for deaf children. (223)*
2. How did Nicholas Trist's knowledge of Spanish help him after he left Cuba? *Nicholas Trist represented the United States in Mexico after Cuba. (226)*
3. Why did Nicholas Trist decide to disobey President Polk's order? *Nicholas Trist thought it was wrong to keep fighting with Mexico to get more land. He worked for peace. (226)*

Lesson 33 Review Questions

1. Why do you think General Sutter wanted his workers to keep the discovery of gold a secret? *Answers will vary, but may include: General Sutter wanted to keep the gold himself. He was afraid too many people would come looking for gold. He didn't want people to come on his land.*
2. Describe the different ways people traveled to California to find gold. *People traveled across*

land or by boat. Boats went all the way around South America. Some people took a shortcut through Panama. (230)

3. Why do you think most miners did not bring their families with them? *Answers will vary, but may include: Life was not comfortable in mining camps. Many men expected to stay only a short time. It was safer for women and children to stay home.*

Student Workbook: Lesson 33 / Unit 11 Review

1. Oregon Trail (217)
2. Rocky Mountains (219)
3. United States (225)
4. Mexico (225)
5. California (229)
6. South America (230)

Unit 12

Lesson 34 Review Questions

1. Why was Anthony Burns arrested? *He had escaped slavery. His former master discovered where he was and had him arrested. (236)*
2. What do you think was the best way for people to protest Anthony Burns' arrest and try to set him free? *Answers will vary.*
3. How did Amos Lawrence use his money to help Kansas become a free state? *He helped abolitionists to move to Kansas. (240)*

Lesson 35 Review Questions

1. Why did Isabella not know how many older brothers and sisters she had? *They had all been sold as slaves to other people. (243)*
2. Why is slavery wrong? *Answers will vary, but may include: People are made in God's image. People cannot own other people. Slaves are not allowed to go where they want to. Slaves are taken away from family members. Slaves don't get*

to choose what they will do for work. Slaves do not earn money from their work.

3. What did Sojourner Truth discover when she visited her former master, Mr. Dumont? *He had become her brother in Christ. He had a changed heart. He believed that slavery was evil. (247)*

Lesson 36 Review Questions

1. What were ways that people helped runaway slaves on the Underground Railroad? *Answers will vary, but may include: People helped them travel. People hid them in their houses. People gave them food. People helped them get to the next safe house. (252-253)*
2. Why did Harriet Beecher Stowe write the book *Uncle Tom's Cabin*? *Stowe wrote Uncle Tom's Cabin to show America the evils of slavery. (253)*
3. Why was John Rankin willing to put his family and property at risk to help escaping slaves? *He believed it was the right thing to do. (254)*

Student Workbook: Lesson 36 / Unit 12 Review

1. Boston Slave Riot (237)
2. Southern states (239)
3. Kansas (240)
4. Sojourner Truth (246-247)
5. Underground Railroad (252)
6. Uncle Tom's Cabin (253)

Unit 13

Lesson 37 Review Questions

1. In what kind of places did Abraham Lincoln grow up? *Answers will vary, but will include something similar to: He grew up in log cabins on farms in small settlements in Kentucky and Indiana. (258-260)*
2. What did Southern states do right before and right after Abraham Lincoln became president? *They seceded from the Union. (263)*

3. What two sides fought each other in the Civil War? *Northern states fought Southern states. (263)*

Lesson 38 Review Questions

1. How were Theodore Roosevelt Sr. and Mittie's Roosevelt's family backgrounds similar? How were they different? *Answers will vary, but may include: They both came from wealthy families. Both of their fathers owned a business. Theodore grew up in the North. Mittie grew up in the South. Theodore's father thought slavery should end. Mittie's family owned slaves. (267-270)*
2. How did the Roosevelt family help people in the North and in the South during the Civil War? *Answers will vary, but will include something similar to: Theodore Roosevelt Sr. helped sick and wounded soldiers. He helped injured soldiers find jobs. He encouraged soldiers to send pay back to their families. Mittie Roosevelt sent packages to her relatives in the South. (269-270)*
3. Why do you think Theodore and Mittie Roosevelt were able to get along even though they disagreed about the Civil War? *Answers will vary, but may include: They respected each other's feelings and beliefs. They each helped people during the war but did not fight.*

Lesson 39 Review Questions

1. What did the Emancipation Proclamation change? *The Emancipation Proclamation freed the slaves in the parts of the country controlled by the South (or Confederacy). It also allowed black men to join the Union Army and Navy. (272-273)*
2. Which side won the Civil War? *The North (or the Union) (276)*
3. What happened to Abraham Lincoln soon after Confederate General Lee surrendered to Union General Grant? *Abraham Lincoln was shot. (276)*

Student Workbook: Lesson 39 / Unit 13 Review

1. Kentucky (258)
2. Illinois (262)
3. Washington, D.C. (270)
4. Virginia (276)
5. South Carolina (263)
6. Georgia (273)

Unit 14

Lesson 40 Review Questions

1. What were some ways Reconstruction was a hard time for people who lived in the South? *Answers will vary, but may include: Former slaves had to figure out how live as free people. Some white people were cruel to former slaves. People did not have enough food. Buildings and farms were damaged and destroyed. Farmers had to learn how to work their farms without slaves. Dishonest people from the North came to work in government. (281-284)*
2. What did people in the South have to promise to be able to serve in government? *People in the South had to promise that they had never helped or comforted a Confederate. (284)*
3. Why do you think former slaves were eager to learn to read and write? *Answers will vary, but may include: Former slaves wanted to be able to enjoy reading and writing. They wanted to be able to get good jobs. They wanted to be able to learn through reading.*

Lesson 41 Review Questions

1. What does it mean to impeach a government official? *To impeach a government official means to accuse him or her of doing something wrong. (288)*
2. Why do you think some people treat other people unkindly because of the color of their skin? *Answers will vary, but may include: They have been taught false things about people. They*

want to control other people. They want to feel that they are better than other people. They are afraid of people who are different.

3. What are some ways mentioned in this lesson that black people were treated unfairly? *Being treated differently on railroads, on steamships, and in schools. (290)*

Lesson 42 Review Questions

1. Why do you think some people thought it was crazy to buy Alaska? *Answers will vary, but may include: They thought the land would not be useful to the United States. They thought it was a waste of a large amount of money.*
2. What country sold the land of Alaska to the United States? *Russia (293)*
3. Why do you think Dr. John Driggs wanted to move to Alaska? *Answers will vary, but may include: He wanted to teach people in Alaska about Jesus. He wanted to help them.*

Student Workbook: Lesson 42 / Unit 14 Review

1. The South (283)
2. The North (284)
3. Washington, D.C. (286)
4. Mississippi (286)
5. Russia (293)
6. Alaska (294)

Unit 15

Lesson 43 Review Questions

1. What is one way Clara's childhood experiences helped prepare her for her future? *Answers will vary, but may include: learning and pretending about battles with her father; learning reading, writing, and math; learning how to ride a horse; nursing her brother. (302)*
2. What need after the Civil War caused Clara Barton to start the Missing Soldiers Office? *Many families did not know what had happened*

to their loved ones who served as soldiers. They wanted to find out if they were a prisoner or where they were buried. (305)

3. What was the original purpose of the Red Cross? *The Red Cross started to help soldiers during wartime. (305)*

Lesson 44 Review Questions

1. How did the Homestead Act distribute land that the United States government owned? *The Homestead Act allowed people to earn 160 acres if they followed certain requirements. (309)*
2. What character traits do you think were necessary to succeed as a homesteader? *Answers will vary.*
3. What do you think would be hard about being a homesteader? *Answers will vary.*

Lesson 45 Review Questions

1. What is one way that railroads changed life in America? *Answers will vary, but may include transporting mail, food, and other products; transporting people who were moving or traveling; helping people in small towns get supplies; creating new jobs. (316-317)*
2. What was completed in 1869 that connected America all the way from the East Coast to the West Coast? *Transcontinental Railroad (316)*
3. What railroad job do you think would be the most fun? Why? *Answers will vary.*

Student Workbook: Lesson 45 / Unit 15 Review

1. Civil War (303)
2. Red Cross (306)
3. Homestead Act (309)
4. eight percent (313)
5. Transcontinental Railroad (316)
6. mail (317)

Literature Guide

Bethany Poore

At Notgrass History, we love to include good literature as part of studying history. Getting immersed in a story gives students a whole new perspective on what it was like to live in different times and places in the past. Don't let your children miss out on the learning opportunity of reading good books! They will not only learn history, they will learn about themselves and the world we live in as they see characters make good choices, bad choices, suffer consequences, enjoy rewards, connect with others, and grow as people. We invite you to read some or all of these literature selections aloud with your student. No one is too old for a read-aloud! Our family made many good memories over years of reading books aloud together. We hope you will, too!

This Literature Guide includes:

- introductions to each literature title,
- a few things for parents to be aware of in the books, where applicable,
- and discussion questions. The questions are designed for parents and children to discuss together. You can also have your student write down their answers. There are not "right and wrong" answers to these questions.

These are the literature selections for *Our Star-Spangled Story* and the units during which to read them:

- *Benjamin West and His Cat Grimalkin* by Marguerite Henry (Units 1-4)
- *Toliver's Secret* by Esther Wood Brady (Units 5-9)
- *Freedom Crossing* by Margaret Goff Clark (Units 10-12)
- *Farmer Boy* by Laura Ingalls Wilder (Units 13-15)
- *Mountain Born* by Elizabeth Yates (Units 16-18)
- *Emily's Runaway Imagination* by Beverly Cleary (Units 19-22)
- *The Year of Miss Agnes* by Kirkpatrick Hill (Units 23-26)
- *Katy* by Mary Evelyn Notgrass (Units 27-30)

Benjamin West and His Cat Grimalkin by Marguerite Henry (Units 1-4)

Marguerite Henry (1902-1997) is famous for her many children's books about horses. *Benjamin West and His Cat Grimalkin* is one of Henry's few books not about a horse. Benjamin West was one of the foremost artists in early American history, respected in America and Europe. This story is based on his childhood in a Pennsylvania Quaker family of the 1740s. Quakers at this time did not generally encourage artistic pursuits. Benjamin West, his parents, and their congregation have to decide how to respond to young Benjamin's stunning artistic talent. This book introduces Quaker values and traditions, village and city life, and the way people lived, worked, and traveled at this time in America.

Discussion Questions

- How did Benjamin West feel when he was creating art?
- How does the book show Benjamin West's mother's perspective on his art and his father's perspective?
- How does the cat Grimalkin make the story more lively and entertaining?
- Who were the key people that impacted Benjamin West's life and work?
- Do you have a talent, interest, or hobby that makes you feel like Benjamin West felt about his art?

Toliver's Secret by Esther Wood Brady (Units 5-9)

Esther Wood Brady (1905-1987) published *Toliver's Secret* in 1976, when she had reached her 70s. *Toliver's Secret* is set in New York City and the surrounding area during occupation by British troops at the time of the American Revolution. Shy, timid Ellen Toliver must rise to the occasion when she agrees to carry a message to Washington's troops for her grandfather. The series of unexpected challenges makes for a page-turner story. The book demonstrates the impact of the American Revolution in the lives of everyday people.

Note for Parents

- On pages 129-130, Ellen has an unnerving run-in with a belligerent farmer's wife.

Discussion Questions

- Why do you think Ellen agreed to take the message even though she was afraid?
- Why do you think Ellen was successful in her mission?
- How did Ellen get help from other people during her mission?
- How did Ellen feel when her mission was over?
- What did Ellen learn about herself by the end of the story?

Freedom Crossing by Margaret Goff Clark (Units 10-12)

Margaret Goff Clark (1913-2004) wrote hundreds of short stories and books about American and Canadian history. *Freedom Crossing* is about teenagers who participate in the Underground Railroad in New York state near the Canadian border. The central character, Laura, has returned to New York after living in the South for four years. She has to examine her attitudes about slavery and the Underground Railroad after she meets and helps a runaway slave.

Notes for Parents

You may wish to discuss with your children the question of whether someone should lie when he or she is protecting another person from danger. This comes up at different points in the story.

- On page 30, Laura derisively refers to a child as a “darky.”
- On page 55, a racist person refers to a child as a “darky.”
- On page 106, a townspeople idly threatens “We ought to lynch them [slavecatchers].” Laura overhears and thinks, “. . . lynching was wrong, no matter who the victim was.”

Discussion Questions

- What attitudes has Laura brought from her time in the South?
- How does Martin start to change Laura’s attitudes about slavery?
- How do the characters in the book show courage?
- Why do you think so many people in the town got involved in the situation of the runaway slaves?
- What did the book teach you about what it was like to participate in the Underground Railroad?

Farmer Boy

by Laura Ingalls Wilder (Units 13-15)

Laura Ingalls Wilder (1867-1957) wrote the famous Little House series to tell her family's pioneer story of settling the West. She wrote this book about her husband Almanzo Wilder's childhood in New York state in the 1860s. The Wilders had a large, successful farm. They raised and hand-crafted almost everything they needed. Nine-year-old Almanzo has responsibility to help with almost every aspect of his family's farm. He was a hard-working young boy who also managed to have fun and get into trouble.

Discussion Questions

- What character traits of Almanzo's parents stand out to you?
- How did Almanzo's family accomplish so much on their farm and in their home?
- Why was Almanzo not very interested in going to school?
- Why do you think Almanzo's relationship with Alice was different from his relationship with Eliza Jane?
- How did Almanzo feel about the life of a farmer?

Mountain Born

by Elizabeth Yates (Units 16-18)

Elizabeth Yates (1905-2001) was inspired to write *Mountain Born* by growing up on a farm and by her friend who was a shepherd. *Mountain Born* is a story of sheep farmers. Their son Peter grows up and takes his place in his family's work. Peter's family and their wise, faithful shepherd share the work of each season and the cycle of life and death in their flock.

Notes for Parents

In the course of the story, the family discovers that wolves have killed some of their sheep. The shepherd later kills the wolves to protect the sheep. The book does not describe these incidents in a graphic, up-close manner, but in a distant, past-tense way.

Discussion Questions

- What are some things Peter learned from his sheep Biddy?
- How was Peter able to help his father increase his flock?

- How did Peter’s family make a living from their flock of sheep?
- How did the change of seasons affect how Peter and his family spent their time?
- What were some difficult things Peter’s family and Old Benj had to do to take care of the sheep?

Emily’s Runaway Imagination by Beverly Cleary (Units 19-22)

Beverly Cleary was born in 1916. She has written many beloved chapter books for children. She based *Emily’s Runaway Imagination* on her own childhood in small-town Oregon. Emily is spunky and imaginative. Though she doesn’t often have other children to play with, she manages to find plenty of excitement and adventure, whether taking her first ride in an automobile or feeding hogs the wrong kind of apples.

Notes for Parents

- The book has a light sprinkling of expressions such as “Sam Hill,” “gol-dinged,” “my land,” “by George,” and “golly.”
- On page 18, Emily talks with the beloved elderly Chinese man who lives in her town. He refers to her dog “Prince” as “Plince,” unable to pronounce the “r.” Emily innocently corrects him, then realizes her mistake. Emily’s mistake becomes a running joke in the town.
- On page 72, the author briefly describes one of Emily’s neighbors who doesn’t quite fit in among the townspeople, including, “Everybody knew he did not believe in God.”
- On pages 117-118, Emily and her grandfather agree to keep the risky adventures of their automobile trip a secret from her mother.
- Chapter 6, “A Scary Night” contains many childish thoughts and frights about ghosts during a thunderstorm, all of which prove to be silly and unfounded.

The Year of Miss Agnes

by Kirkpatrick Hill (Units 23-26)

Kirkpatrick Hill was born in 1938. Alaska is her home. She was an elementary teacher for over thirty years, mostly in rural “bush” schools, which is the setting of *The Year of Miss Agnes*. The book is narrated by the lively, frank, and observant “Fred” (short for Frederika). Fred tells the story of a school year and a brilliant teacher who changed many lives in her village and one-room school. The book is set in 1948 as many things in life are changing yet many are staying the same for rural Alaskan families.

Notes for Parents

- On page 10, characters briefly discuss an adopted child’s “real mother,” and that the child was adopted because her mother “had too many kids already.”
- On page 69 is a passing mention of “cavemen, the long-ago people.”
- On page 80, Fred mentions that Miss Agnes read the class Greek myths. She comments, “To think of all the mischief those old-time people could get up to, changing into trees and that.”
- On page 86, a character says, “jeez.”
- On pages 99-100, Fred muses, “Before Miss Agnes came, we didn’t know people like us could learn that much and could be a doctor. It was in my head then, that I could do something really big. I didn’t want to have babies, like Marie, and marry some boy. Maybe he’d get mean sometimes. Or have another girlfriend, like Martha’s husband. I wouldn’t like that.”

Discussion Questions

- Why do you think most teachers who came to Fred’s school didn’t stay long?
- How did Miss Agnes show respect for the children and their families?
- Why do you think Fred’s mother changed her feelings about Bokko going to school?
- How did Miss Agnes help the children have more respect for themselves?
- Why do you think the children enjoyed the way Miss Agnes taught them?

Katy

by Mary Evelyn Notgrass (Units 27-30)

Mary Evelyn Notgrass was born in 1983. Mary Evelyn Notgrass is now Mary Evelyn McCurdy, co-author of *Our Star-Spangled Story*. She based Katy on her own childhood growing up in Illinois. Katy's parents are thinking about homeschooling Katy and her brother and sister in the upcoming school year. That would be a big change from what Katy is used to. Amid summer adventures, Katy wonders what her parents will decide and how it might feel to be so different.

Discussion Questions

- Why are Katy's parents thinking about homeschooling?
- How does Katy feel about the idea of homeschooling at the beginning of the book?
- What does Katy learn over the course of the book?
- What do you think are the most important things for Katy's family?
- Why did your parents decide to homeschool?