Introduction

This packet is the final product of an American History Book Discussion Group that met monthly during the 2006-2007 school year. This packet is designed for Lowell teachers to use with their third grade students.

We began this group by reading and discussing three scholarly history books focusing on the American Revolution. These books provided us with many new insights into the minds of the Founding Fathers of our country. (We now think of them as Founding Brothers.) They were also the source of many heated discussions and debates. As a result, we examined the differences between actual facts of the time and the mythical stories in our collective conscious.

Later our focus turned to student friendly literature, specifically stories for third grade social studies classes. We read two compelling stories that we hope our third graders will find equally engaging.

The story of Sybil Ludington is a factual retelling of a not so famous midnight ride. This book provides students the opportunity to compare and contrast what they know about Paul Revere. It also gives them the chance to learn about the crucial role that children and women played in the war.

The second story was a work of historical fiction. The story of *Katie’s Trunk* deals with the troubles that once friendly neighbors faced when they chose sides, those loyal to England and those searching for independence. Once again, this story offers a child’s prospective on the perils of war.

As the year came to a close, we met, discussed, procured and developed the activities in this packet. We hope that you will use this packet in many ways with your third graders. We have envisioned everything from whole group work to independent activities or small groups. Most of all, we hope you enjoy the stories as much as we did.

Thank you,

American History Book Discussion Group
Katie’s Trunk by Ann Turner is a fictionalized account of a Tory family’s challenges in the midst of the American Revolution.
Comprehension Questions
Questioning

Before Reading

1. What do I already know about the topic?

2. What questions do I have?

3. Think about what you’d like to learn from this story. Write it here.

During Reading

In your own words retell an interesting part of the story or describe something you learned.

After Reading

What questions do I still have?
Katie's Trunk
Chapters 1 and 2

1. What did Katie do that was bad? __________________________
   __________________________

2. What did Mama tell her would set the goodness straight inside of her? __________________________
   __________________________

3. What would be another word for “skittish”? __________________________

4. What did Mama blame her skittish feeling on? __________________________
   __________________________

5. When Walter said “It could be worse”, what do you think he meant? __________________________
   __________________________

6. Is Katie’s family “Tories” or “Rebels”? __________
   How can you tell? __________________________

7. Who was watching the dragonflies? __________
   __________________________

8. Who told them that “The Rebels are coming”? __________
9. Why do you think Mama gave the children pork pie?


10. Why do you think Mama didn't stop Katie from running back to the house? __________


11. What things in your house would you want to run back and touch? _________________________


12. Whose voices did Katie hear by the door?


Katie's Trunk

Chapters 3 and 4

1. Where did Katie hide? ____________________________

2. Describe what it was like for Katie inside the trunk.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. What do you think the “Rebels” would do with the things they stole? ________________
   __________________________________________________________________________
   __________________________________________________________________________

4. What was Katie’s fear while she was in the trunk?
   __________________________________________________________________________
   __________________________________________________________________________

5. How were John Warren’s actions different from those of the other men? ______________
   __________________________________________________________________________
   __________________________________________________________________________

6. Why didn’t Katie bite him? ________________________________
   __________________________________________________________________________
7. Estimate how long Katie was in the trunk. 

8. What were the “puffs of smoke far down on the green”? 

9. What is a “green”? 

10. What “goodness” did John Warren have in him? 

11. Do you think John Warren’s action would be enough to change a “Tory’s” opinion of a Rebel? 

Chapter 1
Stops at “The Rebels are coming.”

seams (pl. n.) the folds or lines made by sewing together two edges or two pieces
sighed (v.) having taken in or let out a long loud breath
itchiness (n.) an irritating feeling that makes a person want to scratch
tumbling (v.) rising, moving up, and rolling
sour (adj.) not pleasant
fighting (n.) struggling against another in battle
skittish (adj.) easily frightened, nervous
marching (v.) walking with regular steps in line with others
harbor (n.) a protected body of water deep enough to be a safe place for ships
wasting (v.) to spend carelessly or uselessly
peered (v.) looked closely or curiously
hissted (v.) made a cry or noise to show unhappiness or hate
Tory (n.) an American on the side of the British during the American Revolution
rebels (pl. n.) people who refuse to follow the rules of people in power
arming (v.) providing with weapons and a way of protection
drilling (v.) the training of soldiers in marching and performing military skills
beyond (adj.) ahead of
meadows (pl. n.) areas of low, wet grasslands

Chapter 2
Stops at “They paused on the front step and ripped the knocker off the wood.”

handkerchief (n.) a small piece of cloth used for wiping the face, nose, or eyes
shoved (v.) pushed with steady force
crouched (v.) bend one's back forward from the waist on down
underbrush (n.) the small trees, bushes, and ferns growing under taller trees in the forest
fierce (adj.) wild and frightening
parlor (n.) a room in a house where people can sit, talk, and relax
kin (n.) : a person's relatives
ranged (v.) stretched out over a certain area
pickings (pl. n.) something available or left over
knocker (n.) something attached to a door to be used for knocking

Chapter 3
Stops at “He did not close the lid, and footsteps sounded out the door.”

trunk (n.) a box or chest for holding clothes or other objects
domed (adj.) having a large roof, lid, or ceiling shaped like half of a ball
muffled (adj.) being or made softer, less loud, or less clear
goods (pl. n.) man-made objects, items, or products
spat (v.) to have spit
cursed (v.) used bad or rude language
arms (pl. n.) weapons
burst (v.) break open or apart suddenly
midst (n.) the middle part
snatched (v.) grabbed or tried to grab something quickly or suddenly
rustlings (pl. n.) light noise (like leaves blowing in the wind)
drowned (v.) died from getting water into the lungs and not having enough air to breathe

Chapter 4
Stops at “He’d left one seam of goodness there, and we were all tied to it: Papa, Mama, Walter, Hattie, and me. (end)

sudden (adj.) when something happens quickly and without warning
puffs (pl. n.) clouds (as of smoke or steam)
thudding (v.) sounding like something is hitting something soft to make a dull sound
gusty (adj.) blowing in a sudden rush of wind
scolded (v.) showed great anger
skirmish (n.) a little fight between small groups of troops
snapped (v.) made a sudden opening and closing of the jaws
stuffy (adj.) without fresh air
Vocabulary Activities

word - a unit of language that native speakers can identify

vocabulary - a language user's knowledge of words

language - communication by word of mouth
Directions: **Predict (guess)** what you think each word means. Write your **prediction** on the lines below.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

Directions: Using the glossary in the back of your packet, write the definition for each of the vocabulary words you have chosen.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

Directions: Draw a picture in the space below to illustrate the meaning of **ONE** of your vocabulary words. You may color the picture ONLY when you have finished the entire packet.

Word: ____________________________
Title

Choose one of your vocabulary words and draw a picture to illustrate the meaning.

The word I chose is ________________.

Choose a second vocabulary word. Draw a picture including the first word you chose and the new word to illustrate both meanings at the same time.

The words I chose are ________________ and ________________.

(First word) (new word)

Choose a third vocabulary word. Draw a picture including the first, second, and the new word to illustrate all meanings at the same time.

The words I chose are ________________ , ________________ , and ________________.

(First word) (second word) (new word)
Katie's Trunk
Vocabulary

skittish    trunk    midst    arming    snatched
crouched    burst    kin    goods    knocker
skirmish

Write the letter of each meaning on the line that matches each word.

___skittish a. easily frightened, nervous
___crouched b. a device made like a hinge and
___trunk    fastened to a door for use in
___burst    knocking
c._kin       d. bend one's back forward from the
___midst    waist on down
___kin       e. break open or apart suddenly
___skirmish  f. to provide with weapons and a
___arming    means of defense
goods       g. a box or chest for holding clothes
___snatched  or other objects
___knocker h. grabbed or tried to grab
        something quickly or suddenly
        i. the middle part
        j. man-made articles, items, or
        products
        k. a person's relatives

Fill in the blank with the vocabulary word that best completes each sentence.

1. There was a ____________ between Patriots and Redcoats after the King had British troops checking up on
   the people of Boston.

2. Around holidays, people sometimes spend time with their ____________ to celebrate.

3. The dog ____________ and ate the piece of chicken from the boy's plate before he even realized that it was
gone!

4. We put all of our clothes in the ____________ at the end of the bed.

5. The tiger ____________ down as he got ready to attack his prey.

6. The little girl was in the ____________ of sneaking a cookie from the cookie jar when her mom reminded her
   that dinner was in five minutes!

7. The bubble ____________ as it floated through the air and bumped into a tree.

8. The kitten is very ____________ because he is afraid of the big, scary dog that lives in the house.

9. Instead of using the doorbell to get our attention, the salesman used the ____________ on the door.

10. The store sells blankets, pillows, and other ____________ used for sleeping.

11. The soldiers were very busy in the morning ____________ themselves for the battle later in the day.
Katie's Trunk
Vocabulary

fighting  
marching  
harbor  
Tory  
rebels  
arming (arms)  
drilling  
derunderbrush  
goods  
skirmish  
trunk

Directions: Pick 5 of the vocabulary words from above and write each one on a line below.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Directions: For each of the 5 vocabulary words you chose, find a sentence in the story that uses the word. Write the sentences on the lines below.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
Directions: **Predict (guess)** what you think each word means. Write your **prediction** on the lines below.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Directions: Using the glossary in the back of your packet, write the definition for each of the vocabulary words you have chosen.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Directions: Draw a picture in the space below to illustrate the meaning of **ONE** of your vocabulary words. You may color the picture ONLY when you have finished the entire packet.

Word: __________________________
Choose one of your vocabulary words and draw a picture to illustrate the meaning.

The word I chose is ____________________________.

Choose a second vocabulary word. Draw a picture including the first word you chose and the new word to illustrate both meanings at the same time.

The words I chose are ____________________________ and ____________________________.

(first word) (new word)

Choose a third vocabulary word. Draw a picture including the first, second, and the new word to illustrate all meanings at the same time.

The words I chose are ____________________________, ____________________________, and ____________________________.

(first word) (second word) (new word)
ELA Activities
Imagine you are Katie...
Describe what it would be like if you were Katie, hiding in the trunk because rebels were in your house.
Use your senses: What do you hear? What do you see? What do you feel?

*Be sure to use information from the text for your description.
English Language Art Activity
Katie's Trunk

Visualize the Setting

Note to teachers- Use this activity in conjunction with the Geography Activity for Katie's Trunk.

1. Read the story Katie's Trunk.
2. Think about which part of the setting greatly affects the main character.
3. Imagine how the setting would look. Sketch it on a piece of paper.
4. Explain how the setting changes, helps or creates a problem for the main character.

Geography Activity
Katie's Trunk

Setting Map

Materials:

pencil, crayons, markers
paper

To make the map:

1. Identify the important places in the story. Visualize where they might be located.
2. Use a pencil to draw a map of the important places in the setting. Be sure to include labels, compass rose, legend and a title.
3. Retrace the map with a marker. Color the map.
Character Perspective Chart

Title ________________________________  Author ________________________________

Characters 1 ________________________________________________________________

2 ________________________________________________________________

Problem _________________________________________________________________

1 ________________________________________________________________  2

Story Event ________________________________________________________________

1 ________________________________________________________________  2

Story Event ________________________________________________________________

1 ________________________________________________________________  2

Climax _________________________________________________________________

1 ________________________________________________________________  2

Resolution ____________________________________________________________

1 ________________________________________________________________  2

## Character Perspective Chart

<table>
<thead>
<tr>
<th>Character #1</th>
<th>Character #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting:</strong> Where and when does the story take place?</td>
<td><strong>Setting:</strong> Where and when does the story take place?</td>
</tr>
<tr>
<td><strong>Problem:</strong> What is this character’s problem?</td>
<td><strong>Problem:</strong> What is this character’s problem?</td>
</tr>
<tr>
<td><strong>Goal:</strong> What is this character’s goal? What does the character want?</td>
<td><strong>Goal:</strong> What is this character’s goal? What does the character want?</td>
</tr>
<tr>
<td><strong>Attempt:</strong> What does this character do to solve the problem or attain the goal?</td>
<td><strong>Attempt:</strong> What does this character do to solve the problem or attain the goal?</td>
</tr>
<tr>
<td><strong>Outcome:</strong> What happened as a result of the attempt?</td>
<td><strong>Outcome:</strong> What happened as a result of the attempt?</td>
</tr>
<tr>
<td><strong>Reaction:</strong> How does the character feel about the outcome?</td>
<td><strong>Reaction:</strong> How does the character feel about the outcome?</td>
</tr>
<tr>
<td><strong>Theme:</strong> What point did the author want to make?</td>
<td><strong>Theme:</strong> What point did the author want to make?</td>
</tr>
</tbody>
</table>
## Character Traits Chart

**Character's Name:**

**Character's Role in Novel:**

**Scene Retold from Character's Perspective:**

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Narrative description of character</td>
</tr>
<tr>
<td></td>
<td>Character's Actions</td>
</tr>
<tr>
<td></td>
<td>Observations made by other characters</td>
</tr>
<tr>
<td></td>
<td>Observations made by the character him- or herself</td>
</tr>
<tr>
<td></td>
<td>Your own impressions</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Story Comparison</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Title A</td>
<td>Title B</td>
</tr>
<tr>
<td>Characters</td>
<td>Characters</td>
</tr>
<tr>
<td>Setting</td>
<td>Setting</td>
</tr>
<tr>
<td>Events</td>
<td>Events</td>
</tr>
<tr>
<td>Ending</td>
<td>Ending</td>
</tr>
</tbody>
</table>
Story Map 1
Write notes in each section.

Setting:  Time:  Place:

Characters:

Problem:

Plot/Events:

Resolution:
Event Explanation

Topic:

Duration
Time
Place
Setting
People Involved
Cause
Main Events
Effect

Comprehension Activities for Reading in Social Studies and Science  Scholastic Professional Books, page 50
Up-the-Stairs Time Line

Choose a particular topic in history and write it on the banister. Then write and draw about important events related to this topic on each step of the staircase.
On the Historical Fiction Trail

Compare fact with fiction as you read a historical fiction piece. Record the characters and events as they appear in history and in fiction.

Historical

Characters:

Events:

Chapter/Pages ___ to ___

Fictional

Characters:

Events:

Chapter/Pages ___ to ___

Resolution
On the Clock

Divide the clock to record what happened in a day in history.
**KWL Chart**

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
</table>
CHARACTER TRADING CARDS
PLANNING SHEET

Directions: Use this planning sheet to prepare for the online Character Trading Cards activity by filling in information for each side of the trading card. Since space on the trading card is limited, you will need to summarize your information.

Character’s name: __________________________

Story title: ____________________________________________

1. Description

Setting: Where does the story take place?

Appearance: What does the character look like?

Personality: How would you describe the character’s personality (funny, shy, daring)?

2. Insights

Thoughts: What are the character’s most important thoughts?

Feelings: What are the character’s most important feelings?

3. Development

Problem: What is the character’s problem at the beginning of the story?

Goal: What does the character want to happen by the end of the story?

Outcome: How does the end of the story affect the character?

4. Statements and Actions

Statements: What is the most important or memorable thing the character says?

Actions: What is the character’s most important action?

Interactions: How does the character get along with other characters?

5. My Impressions

Like: What do you like most about this character?

Dislike: What do you dislike most about this character?

Personal connection: Whom does this character remind you of and why?
Cut out your trading card, fold along the dotted line, and tape the sides together. You can draw a picture of your character in the box.
3-2-1 Writing Review

3 Facts

2 Questions

1 Opinion
Websites

The Revolutionary War: A Journey Towards Freedom
http://library.thinkquest.org/10966/index.html

The American Revolution for Kids
http://www2.lhric.org/pocantico/revolution/revolution.htm

National Parks Service Museum Collections
http://www.cr.nps.gov/museum/exhibits/rewar/

Loyalty or Liberty
http://www.history.org/History/teaching/revolution/a1.html

Liberty! The American Revolution
www.pbs.org/ktca/liberty

Women of the American Revolution
http://www.americanrevolution.org/women.html

Archiving Early America
www.earlyamerica.com

Colonial Williamsburg
www.colonialwilliamsburg.org
Additional Readings


