



Grade 1

Knowledge 10 | Teacher Guide

Frontier Explorers

Grade 1

Knowledge 10

Frontier Explorers

Teacher Guide

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Introduction

This introduction includes the necessary background information to be used in teaching the *Frontier Explorers* domain. The Teacher Guide for *Frontier Explorers* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than seventeen days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Frontier Explorers*
- Image Cards for *Frontier Explorers*
- Activity Book for *Frontier Explorers*
- Digital Components for *Frontier Explorers*

Additional resources that you may want to integrate into your classroom instruction are:

- Trade Book Guide for *Lewis and Clark: Explorers of the American West*
- Read-Aloud Videos for *Frontier Explorers*

WHY FRONTIER EXPLORERS ARE IMPORTANT

In this domain, students will learn about the American frontier, explorers, and events that played an important role in the westward expansion of the United States.

The overriding focus of this domain is to emphasize the story of the westward expansion of the United States. While students will hear about many people, events, and dates, it is important to recognize that Grade 1 students are not expected to master or recall all of these details and facts. Some specifics are, of course, necessary so that students can understand and retell the story of the westward expansion of the United States. The details that Grade 1 students should be able to recall are explicitly identified in the Core Content Objectives that follow. Other factual information is incorporated to accurately tell and expose students to the complete “story.”

Students will first review the development of the thirteen colonies and the Revolutionary War. They will hear how the first English colonists settled along the coast of the Atlantic Ocean. As more people migrated to the colonies, and by the time of the Revolutionary War, the line of the frontier moved all the way to the Appalachian Mountains. Students will learn that the Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west. Students will be introduced to Daniel Boone and the role he played in westward expansion, specifically his role in widening a network of Native American trails that became known as the Wilderness Road.

After hearing about Daniel Boone and the Wilderness Road, students will then hear about the presidency of Thomas Jefferson. Students will learn about how Jefferson enabled the purchase of the Louisiana Territory from France, moving the line of the frontier all the way to the Rocky Mountains. Students will hear about Lewis and Clark’s explorations of the Louisiana Territory and about the three reasons why President Jefferson commissioned the exploration of the new land—to find an all-water route from the Mississippi River to the Pacific Ocean; to make contact with various Native American tribes; and to record the geography and the wildlife of the Louisiana Territory. Students will also be introduced to Sacagawea and her role in the expedition. By the end of the domain, students should have a good understanding of the concept of westward expansion, as well as the key people involved, and how it contributed to the growth of the United States.

Understanding the chronology of events and people in the westward expansion of the United States will lay the foundation for other historical topics, including coverage of 19th-century westward expansion in later grades.

This unit also provides opportunities for students to build content knowledge and draw connections to the social studies subject area, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Geography from the social studies discipline.

WHAT STUDENTS HAVE ALREADY LEARNED DURING KINDERGARTEN

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the Read-Alouds students will hear in *Frontier Explorers*. This background knowledge will greatly enhance your students' understanding of the Read-Alouds they are about to enjoy:

Native Americans: Tradition, Heritage, and the Land (Kindergarten)

Kings and Queens (Kindergarten)

Colonial Towns and Townspeople: Once Upon America (Kindergarten)

Presidents and American Symbols: Uniquely American (Kindergarten)

CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Locate the Appalachian Mountains on a map
- Describe Daniel Boone and his experiences
- Identify what the Wilderness Road refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to buy the city of New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and the Louisiana Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Describe Lewis and Clark's encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

CORE VOCABULARY FOR FRONTIER EXPLORERS

The following list contains all of the core vocabulary words in *Frontier Explorers* in the forms in which they appear in the Read-Alouds. Boldfaced words on the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 barrier claimed frontier settlements woodsmen	Lesson 5 brave	Lesson 9 overturned record
Lesson 2 passes pioneers trailblazer wilderness	Lesson 6 communicate corps diary expedition	Lesson 10 confidently dull waterfall
Lesson 3 loyal mouth	Lesson 7 guided honored prairie	Lesson 11 canyons communities contentment current
Lesson 4 purchase territory	Lesson 8 permanent plunged protection translate	

WRITING

In this domain, students will explore informational writing. Students will use a graphic organizer to analyze the actions of the trailblazer Daniel Boone. Students will also write sentences about such topics as: the Appalachian Mountains as a natural barrier to moving west; the Louisiana Purchase; and the route they take to school. Students will also work together to write a short informational paragraph summarizing Lewis and Clark's expedition using information from a graphic organizer they completed in various lessons.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Appalachian Mountains (Lesson 1)
- Somebody Wanted But So Then Chart (Lesson 2)
- The Louisiana Purchase Puzzle (Lesson 4)
- Map with Route (Lesson 5)
- Three Tasks Chart (Lessons 7–10)
- Summary of Lewis and Clark's Expedition (Lesson 11)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

1

FRONTIER EXPLORERS

Daniel Boone and the Opening of the West

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will put historical topics about North America in sequential order.

 **TEKS 1.1.D**

Reading

Students will describe Daniel Boone and the Appalachian Mountains.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *barrier*.

 **TEKS 1.3.B**

Reading


Students will describe why the Appalachian Mountains were a barrier for settlers.

 **TEKS 1.7.B**

FORMATIVE ASSESSMENT**Activity Page 1.1**

Appalachian Mountains Students will identify the Appalachian Mountains on a map and describe why they were a barrier for settlers.

 **TEKS 1.7.B**

 **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Timeline	Whole Group/ Small Group	10 min.	<input type="checkbox"/> Image Cards 1–4 <input type="checkbox"/> timeline <input type="checkbox"/> world map or globe (optional)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 1A-1–1A-8 <input type="checkbox"/> Poster 1M: Spoke (optional) (Flip Book)
“Daniel Boone and the Opening of the West”			
Comprehension Questions			
Word Work: <i>Barrier</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Independent	20 min.	<input type="checkbox"/> timeline <input type="checkbox"/> Image Cards 1–5 <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> yellow, red, and green crayons
The Appalachian Mountains			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into four small groups.
- Draw a line on the board or chart paper to serve as a timeline. You will add Image Cards to the timeline in this and future lessons.

Note to Teacher

The intent of this first lesson is to review information that students have previously learned in the program. This knowledge provides the foundation for subsequent lessons in this domain. In the timeline activity, students are asked to recall what they may have learned about Native Americans, Columbus, and the Pilgrims. In this activity, it is not necessary to provide an exhaustive review of each of these topics. Rather, the purpose is to orient students to the topics that will be addressed in the Read-Aloud.

You will not use the timeline again until Lesson 3.

Universal Access

- You may wish to gather images of tools used by Daniel Boone and animals he hunted to share with students.

CORE VOCABULARY

barrier, n. something that blocks movement from one place to another

Example: The Appalachian Mountains were a natural barrier to moving west.

Variation(s): barriers

claimed, v. to have said something belongs to you, even if others might not agree

Example: Thomas claimed the basketball was his, even though it did not have his name written on it.

Variation(s): claim, claims, claiming

frontier, n. the area of North America west of the Appalachian Mountains that had not yet been explored or settled by Europeans settlers

Example: Lewis and Clark explored the frontier.

Variation(s): none

settlements, n. places where people make their homes in a new area

Example: The families decided to leave their homes in Europe and move to the settlements in America.

Variation(s): settlement

woodsmen, n. people who live or work in the forest

Example: The woodsmen were able to build shelters out of tree branches.

Variation(s): woodsman

Vocabulary Chart for “Daniel Boone and the Opening of the West”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	frontier (<i>frontera</i>) woodsmen	barrier (<i>barrera</i>)	
Multiple Meaning	settlements	claimed	
Sayings and Phrases			

Image Cards 1–4



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Presenting

Beginning

Have students use phrases and familiar vocabulary to explain the topic on their Image Card.

Intermediate

Have students explain the topic on their Image Card using short sentences.

Advanced/Advanced High

Have students explain the topic on their Image Card using longer, more detailed sentences.

ELPS 3.F; ELPS 3.H;

ELPS 3.J

Support

Use a world map or globe to point out Europe and the general transatlantic route taken by Columbus sailing to North America, as well as the approximate location of the Pilgrims' landing in Massachusetts.

Lesson 1: Daniel Boone and the Opening of the West

Introducing the Read-Aloud



Speaking and Listening: Students will put historical topics about North America in sequential order.



TEKS 1.1.D

TIMELINE

- Tell students that for the next several days they will be learning about how the United States grew in size and how this growth affected Native Americans, settlers, and the landscape.
- Identify the following Image Cards for students:
 - Image Card 1 (Native Americans)
 - Image Card 2 (Columbus)
 - Image Card 3 (Pilgrims)
 - Image Card 4 (Declaration of Independence)
- Tell students they will work in small groups to discuss a particular Image Card. Explain that each group will share information about the topic on their Image Card with the whole class. Also explain that together, you will determine how to arrange the Image Cards in sequential order to show the order in which the topics occurred.
- Divide students into four groups and give each group one Image Card and have them discuss it.
- When groups have finished discussing the Image Cards, have them present their information to the class. Reference the following information to support group presentations as needed:
 - Image Card 1 (Native Americans): In Kindergarten students learned about Native Americans. Native Americans were the first people known to live in North America.
 - Image Card 2 (Columbus): A European explorer named Columbus traveled by ship to the continent of North America.



TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

- Image Card 3 (Pilgrims): After Columbus's voyages, more and more groups of people from various countries in Europe decided to make the trip across the Atlantic Ocean to explore North America. One of these groups was the Pilgrims who came from England and landed at Plymouth Rock, along the east coast of North America.
- Image Card 4 (Declaration of Independence): More and more people came over from Europe after Columbus and formed colonies. Before the United States became a country, there were thirteen colonies that were ruled by the English king and government. These colonies displaced many Native Americans already living there and forced them to leave their homes and move west. The thirteen colonies decided they wanted to declare themselves a free and independent nation, and Thomas Jefferson was asked to write the Declaration of Independence.
- When each group has presented, direct students' attention to the timeline you prepared in advance.
- Working together, support students in placing the Image Cards on the timeline in sequential order. Use the following information as a guide:
 - Image Card 1 (Native Americans): place at the left end of the timeline to help students remember that Native Americans were the first people known to live in North America
 - Image Card 2 (Columbus): place to the right of the Native Americans Image Card to show that Columbus came to North America after Native Americans had been living there for many, many years
 - Image Card 3 (Pilgrims): place to the right of the Columbus Image Card to show that the Pilgrims came to North America after Columbus
 - Image Card 4 (Declaration of Independence): leave a blank space after Image Card 3 and place this Image Card to the right of the blank space to show that the colonists declared independence from Great Britain, which resulted in the Revolutionary War
- Review the Image Cards in order on the timeline.
- Explain that in today's Read-Aloud, students will briefly review what they have already learned about the early history of the United States and the people who lived there.
- Tell them they will also hear about one of the first explorers of the American West, Daniel Boone.

Lesson 1: Daniel Boone and the Opening of the West

Read-Aloud



Reading: Students will describe Daniel Boone and the Appalachian Mountains.

TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *barrier*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out about one of the difficulties, or challenges, faced by Daniel Boone and other people who wanted to move west.

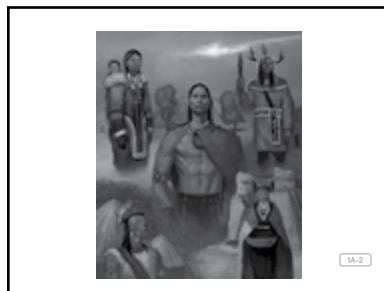
“DANIEL BOONE AND THE OPENING OF THE WEST” (15 MIN.)



Show Image 1A-1: Map of North America with country and state lines

Today, people from all over the world live together in communities from one end of the North American continent to the other—from the Atlantic Ocean in the east, to the Pacific Ocean in the west, and everywhere in between. *[Point to North America as you talk about it, emphasizing that the Atlantic*

Ocean is to the east and the Pacific Ocean is to the west.] This map of North America shows the United States in green. You can see lots of thin white lines outlining the states that make up our country, the United States of America. However, hundreds of years ago the map of the United States was much smaller than it is today.



Show Image 1A-2: Native Americans

Long, long ago, the only people who lived on the continent of North America were people now known as Native Americans. Native Americans have lived in North America for thousands of years. Native Americans lived in both seasonal and permanent villages. They used great knowledge of the land and its resources to create a great number of villages and cultures.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 1A-3: World map

At the same time, far away on the other side of the ocean, many other people had their own towns and villages. These people lived on the continent of Europe and were known as Europeans. *[Point to Europe as you talk about it.]*

About six hundred years ago, Europeans began to leave their lands and sail to other parts of the world, seeking spices, gold, and other riches. Some of these explorers arrived in North America. *[Point to North America again, and ask students if they can name one of the first European explorers to visit North America.]*



Show Image 1A-4: Europeans and Native Americans

Imagine how surprised Native Americans and Europeans must have been to see each other: people who looked, dressed, and spoke very differently from themselves. *Here, the word spoke means talked.*

The early explorers who came to North America were mostly interested in finding goods and riches that they could take back to Europe to sell. Many of these explorers learned vital skills from Native Americans, who knew the land very well. *Vital skills are skills that are extremely important to someone's survival.* Native Americans taught the Europeans many skills, including hunting, fishing, gathering, and farming. In exchange for their help, Europeans brought things to trade with Native Americans, such as cloth. For many years Europeans traveled back and forth across the Atlantic Ocean. *[Have students trace the paths of trading ships across the Atlantic Ocean on the map or in the air with their fingers.]*



Show Image 1A-5: Native Americans helping settlers survive

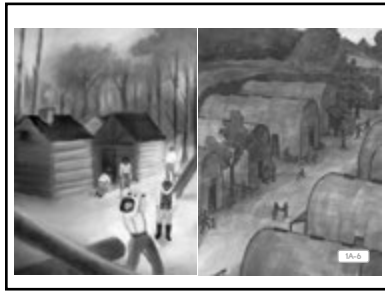
Some Europeans were content *or satisfied* to just trade with Native Americans, but others became interested in starting **settlements** because they wanted to live on the continent as well. *Settlements are places where people make their homes in a new area.* The English

started two early settlements in North America in the 1600s—Plymouth, in

Support

The word *spoke* also means one of the bars or wires that connects the center of a wheel to its rim, like on a bicycle wheel or wagon wheel. Please refer to Poster 1M in the Flip Book for additional support on the multiple meanings of *spoke*.

what is now Massachusetts, and Jamestown, in what is now Virginia. *[Show students the approximate locations of Plymouth and Jamestown on a U.S. map.]* At Plymouth, Native Americans helped the settlers survive. Do you remember how at Plymouth they celebrated their harvest together, the first Thanksgiving in America? The Europeans would not have been able to grow the corn and squash for that meal without help from Native Americans.



Show Image 1A-6: English settlements and Native American communities

As time passed, more and more Europeans came to live in North America, often encroaching on Native American land or gradually taking Native American land. Fights over the land arose. Eventually, settlers **claimed** most of the land on the east coast of

North America—land where the Native Americans had lived for many years. *The word claimed means that the settlers said the land belonged to them, even though Native Americans had been living on that land for thousands of years.* The English formed colonies, or settlements controlled by far-away England, from Massachusetts all the way to Georgia. *[Help students locate the East Coast, from Massachusetts to Georgia, on a map.]*

Eventually, some of the more adventuresome settlers wanted to explore land to the west of them. One of these people was a young man by the name of Daniel Boone.



Show Image 1A-7: Portrait of Daniel Boone

Daniel Boone was born in 1734 near the town of Reading, Pennsylvania. *[Point to the state of Pennsylvania on a map, and emphasize that it is on the East Coast.]* His father and mother owned a farm. Daniel and his brothers and sisters all helped their parents plow the fields on the farm. But Daniel was never content in

the open fields. He was curious about life in the woods around their farm and spent as much time as possible creating paths through the forest. He made friends with young Native American boys who lived in the wooded areas. They taught Daniel how to move silently through the forest and how to trap wild animals and catch fish in the streams. Daniel learned how to use a knife and tomahawk at an early age. His father, seeing how interested Daniel was

in hunting, taught Daniel how to use a special type of gun called a rifle. *It was common for people to learn hunting and survival skills during this time in history, which is very different from today. Today, most people have the option to buy food and other things rather than hunt for these resources themselves.*

One day, while helping his father plow the fields, Daniel asked if he could be allowed to help out the family in another way. “Father,” he said, “since you taught me to shoot a rifle, I have practiced and practiced until I am the best shot for miles around. Let me hunt for food for our family.” Daniel’s father agreed, and soon the Boones were feasting on wild turkey and deer.

In 1750, just before Daniel turned sixteen, the Boone family moved from Pennsylvania to the Yadkin River Valley of North Carolina, settling at the edge of the **frontier**. *[Point to the state of North Carolina on a map, and emphasize that it is on the East Coast.]* It did not take long for the other settlers in his new home to discover that Daniel was one of the best **woodsmen** for miles around. *Woodsmen are people who live or work in the forest. Daniel Boone lived and worked in the forest.* Daniel began to explore his new surroundings. His explorations took him deep into the forests. He heard tales of buffalo to the west and wanted to try hunting other animals than the plentiful deer and bear that lived in the woods nearby. But Daniel was unable to go as far west as he wanted to go. Something was stopping him and other settlers from travelling farther west. Can you guess what it was? *[Pause for students to respond. Ask students to explain their answer.]*



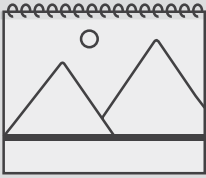
Show Image 1A-8: U.S. map with Appalachian Mountains highlighted

There were enormous mountains standing in his way! These mountains are called the Appalachian Mountains, and they stretch for miles, from the present-day state of Maine all the way to Georgia. The mountains were heavily wooded, making them difficult to

cross. They formed a natural **barrier** and blocked movement from one side of the mountains to the other. For this reason, few European settlers had left their colonies along the eastern coast of North America to travel west. But Daniel knew that Native Americans had crisscrossed these mountains for years. As he roamed through the densely forested hillsides, his curiosity about lands to the west grew stronger. Daniel began to ask everyone he met if they knew of a way to cross the mountains.

Challenge

Ask students to explain why the Appalachian Mountains were a natural barrier.



Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I think Daniel Boone will not travel across the mountains.").

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., "I think Daniel Boone will/will not . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G; ELPS 4.J

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 1A-8: U.S. map with the Appalachian Mountains highlighted

1. **Literal.** Where did Daniel Boone live? (*on the East Coast, in Pennsylvania and North Carolina*)
 - **Inferential.** Where did Daniel Boone want to go? (*west*) Why? (*to explore and find new animals to hunt that he had heard about*)
2. **Literal.** What kept the English settlers from moving farther west across North America? (*the Appalachian mountains*) Point to the mountains in this picture. (*Students should point to the Appalachian Mountains, the highlighted portion of the map.*)
3. **Inferential.** How would you describe Daniel Boone? (*Daniel Boone was a good hunter and woodsman who was curious about how to travel west across the Appalachian Mountains.*)



Check for Understanding

Think-Pair-Share: Do you think Daniel Boone will travel across, or find his way over, the mountains? [Have several student pairs share their answers.] (*Answers may vary.*)

WORD WORK: BARRIER (5 MIN.)

1. In the Read-Aloud you heard, “[The Appalachian Mountains] formed a natural barrier and blocked movement from one side of the mountains to the other.”
2. Say the word *barrier* with me.
3. A barrier is something that blocks movement from one place to another. A barrier can be natural or man-made.
4. The police set up a barrier to block the road during the crime scene investigation.
5. Can you think of another thing that might be a barrier? Is it natural or man-made? Try to use the word *barrier* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ is a barrier because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to describe something. If the item is something that is a barrier, say “That is a barrier.” If the item is something that is not a barrier, say “That is not a barrier.” Remember to answer in complete sentences.

- a large, wide river with no bridge across (*That is a barrier.*)
- a piece of paper on the ground (*That is not a barrier.*)
- construction barrels in the middle of the road (*That is a barrier.*)
- a tree that has fallen across a highway (*That is a barrier.*)
- a rug on the floor (*That is not a barrier.*)

Lesson 1: Daniel Boone and the Opening of the West

Application



Reading: Students will describe why the Appalachian Mountains were a barrier for settlers.

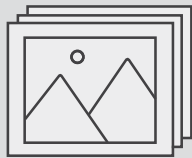


TEKS 1.7.B

TIMELINE (5 MIN.)

Show Image Card 5 (Daniel Boone)

Image Card 5



Check for Understanding

Use Evidence: What did you learn about Daniel Boone? (*He lived on the East Coast; he wanted to go west, just like many others, to explore and find new animals to hunt; he couldn't go west because the Appalachian Mountains served as a natural barrier, preventing settlers from going west.*)

- Direct students' attention to the timeline from earlier in the lesson. Briefly review the Image Cards on it.
- Ask students where the Image Card of Daniel Boone should go on the timeline. (*after the Pilgrims but before the Declaration of Independence*)
- Explain that the Pilgrims were some of the first European settlers, so Daniel Boone came after the Pilgrims did. Also explain that his childhood and explorations took place before the colonies declared independence from Great Britain. He was an adult around the time of the Boston Tea Party and Paul Revere's ride.
- Place the Image Card between that of the Pilgrims and the Declaration of Independence.

THE APPALACHIAN MOUNTAINS (15 MIN.)

- Have students turn to Activity Page 1.1. Explain that on it is a map of the United States with some natural features noted.

Activity Page 1.1



TEKS 1.7.B Write brief comments on literary or informational texts.

- Have students use a yellow crayon to color the part of the map where the first settlers from Europe lived. (*the East Coast, between the Appalachian Mountains and the coastline*)
- Have students color the Appalachian Mountains red. Remind them that the Appalachian Mountains were hard to cross, so for awhile, settlers did not move to the land past the mountains.
- Have students color the land west of the Appalachian Mountains green. Remind them that settlers wanted to move over the mountains but could not.
- Have students write 1–3 sentences on the back of their activity page about the Appalachian Mountains and settlers' eagerness to move west.

End of Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

Support

Have students work in pairs to write sentences.

Challenge

Have students write sentences about both Daniel Boone and the Appalachian Mountains.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Have students dictate facts about the Appalachian Mountains and settlers' desire to move west using familiar vocabulary to a teacher to be recorded.

Intermediate

Have students dictate facts about the Appalachian Mountains and settlers' desire to move west using familiar vocabulary to a peer to be recorded.

Advanced/Advanced High

Have students write facts about the Appalachian Mountains and settlers' desire to move west using familiar vocabulary.

ELPS 1.F

Activity Page 1.2



2

FRONTIER EXPLORERS

Crossing the Appalachian Mountains

PRIMARY FOCUS OF LESSON

Language

Students will identify and use words that name directions and locations.

 **TEKS 1.3.D**

Speaking and Listening

Students will describe the challenges of crossing the Appalachian Mountains.

 **TEKS 1.1.A**

Reading

Students will describe Daniel Boone's adventures as a trailblazer.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 3 word *pioneers*.

 **TEKS 1.3.B**

Writing

With assistance, students will use a graphic organizer to analyze the actions of Daniel Boone.


 **TEKS 1.7.E; TEKS 1.7.F**

FORMATIVE ASSESSMENT

Activity Page 2.1

Somebody Wanted But So Then Students will analyze the actions of Daniel Boone.

 **TEKS 1.7.E**

 **TEKS 1.3.D** identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> letters for cardinal directions <input type="checkbox"/> tape
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Card 6 <input type="checkbox"/> Flip Book: 2A-1–2A-9
“Crossing the Appalachian Mountains”			
Comprehension Questions			
Word Work: <i>Pioneers</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word Activity: <i>Pass</i>	Whole Group/ Independent	20 min.	<input type="checkbox"/> Poster 2M: Pass (Flip Book) <input type="checkbox"/> Somebody Wanted But So Then Chart (Digital Components) <input type="checkbox"/> Activity Page 2.1
Somebody Wanted But So Then			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Draw a simple compass rose on the board or chart paper.
- Write the letters ‘N,’ ‘E,’ ‘S,’ and ‘W’ on individual pieces of paper to represent the four cardinal directions. Make the letters the appropriate size to be taped onto a U.S. map in your classroom.

Notes to Teacher

You will use the U.S. map with the cardinal directions labeled again in Lesson 4.

Application

- Write the following blank summary chart on the board or chart paper.
Alternatively, you may access a digital version in the digital components for the domain.

Somebody	
Wanted	
But	
So	
Then	

Universal Access

- You may wish to gather images of the wilderness and mountain passes to share with students.

CORE VOCABULARY

passes, n. natural gaps between mountains

Example: They used the passes to cross the mountains because it was quicker than climbing all the way up to get to the other side.

Variation(s): pass

pioneers, n. the first people to live in a new place

Example: The girl and her brother pretended they were pioneers in outer space.

Variation(s): pioneer, pioneering **adj.**

trailblazer, n. a person who creates a trail, leading the way for others to follow

Example: The trailblazer led the group of settlers through the forest.

Variation(s): trailblazers

wilderness, n. an area of land with many wild plants and animals and few people living there

Example: When the woodsmen went out into the wilderness, they saw plants they had never before seen.

Variation(s): none

Vocabulary Chart for “Crossing the Appalachian Mountains”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	pioneers trailblazer wilderness		
Multiple Meaning		passes	
Sayings and Phrases	the beaten path		

Lesson 2: Crossing the Appalachian Mountains



Introducing the Read-Aloud

Language: Students will identify and use words that name directions and locations.



TEKS 1.3.D

Speaking and Listening: Students will describe the challenges of crossing the Appalachian Mountains.



TEKS 1.1.A



WHERE ARE WE? (5 MIN.)

TEKS 1.3.D

- Have students locate the Appalachian Mountains on a U.S. map.
- Direct students' attention to the compass rose you prepared in advance.
- Explain that a compass rose has four main points, which are called cardinal directions: north, east, south, and west.
- Explain that *cardinal* is a word that means basic or most important. North, east, south, and west are the basic, or most important, directions used to describe a location on a map.
- Tape the letters representing the four cardinal directions (N, E, S, W) on the appropriate location on the U.S. map.
- Point to each letter and have students repeat the direction each letter represents. You may wish to teach students a mnemonic device to remember the four cardinal directions, such as "Never Eat Soggy Waffles."

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that last time they learned about Daniel Boone.
- Ask students to describe Daniel Boone and where he wanted to go. (*He was a very good hunter and woodsman. He lived on the East Coast. He wanted to go west and explore land west of the Appalachian Mountains.*)



TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

ENGLISH
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Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Did Daniel Boone want to go across the Atlantic Ocean?").

Intermediate

Provide students with a specific sentence frame (e.g., "Daniel Boone was . . .").

Advanced/Advanced High

Encourage students to recall details from the previous Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I



Check for Understanding

Recall: Why was it difficult to cross the Appalachian Mountains? Make sure that you cite specifics from the Read-Aloud to support your answer. (*Answers may vary, but may include they stretched for miles and were heavily wooded, or had lots of trees, making it difficult to cross them.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Ask students which two words they hear in the word *trailblazer*. (*trail, blazer*)
- Explain that even though the word *blaze* can mean a fire, *blaze* in this context means to lead and create.
- Explain that a trailblazer is someone who creates a trail, leading the way; a trailblazer is a type of explorer.
- Also explain that trailblazers don't just explore; they also make trails in the areas they explore so that other people can go the same way they went.
- Tell students one of the most famous trailblazers was Daniel Boone.

Lesson 2: Crossing the Appalachian Mountains

Read-Aloud



Reading: Students will describe Daniel Boone's adventures as a trailblazer.

TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 3 word *pioneers*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what happened during Daniel Boone's adventures as a trailblazer.

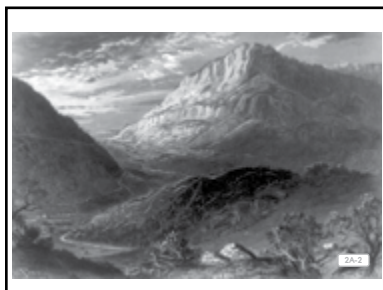
"CROSSING THE APPALACHIAN MOUNTAINS" (15 MIN.)



Show Image 2A-1: Daniel Boone and John Finley

Daniel Boone continued to explore the Appalachian Mountains, always on the lookout for a path that might lead him to the other side. One day he was visited by an old friend, John Finley. As the two men talked, Daniel told John of his desire to find a way to cross the mountains. To his great surprise, Finley replied,

"Why, I know a way! I've crossed the Appalachians myself." He told Daniel that he knew of several big gaps in the mountains. *A gap is a space between two things. [Ask students to make a face that shows how Daniel Boone might have felt when he heard that John knew a way to cross the Appalachian Mountains.]*



Show Image 2A-2: Cumberland Gap

Formed by rushing water years ago, the natural gaps, or **passes**, through the mountains had been trampled down by buffalo. Later Native Americans had walked on them. *Passes make it easier to cross mountains than climbing straight up to get to the other side.* One pass was not too far from where Daniel Boone and

his family lived. "It's in Virginia, and it's called the Cumberland Gap," Finley told him. "It is an old Native American footpath." *You can only walk or ride a horse on a footpath.* Boone was delighted! He asked John Finley to show him how to find it.

Support

Passes also means gives something to someone using your hands. or goes by something.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 2A-3: Daniel Boone on the trail

Not long after that, the two men set off with four other men on a big adventure to find the Cumberland Gap. *[Point to the state of Virginia on a U.S. map. The Cumberland Gap is near Virginia's borders with Kentucky and Tennessee.]* They walked and rode on horseback for many miles before reaching

the beaten path that led up a steep side of the mountain. They spent long days climbing up and up and up. Daniel's skills as a woodsman helped him identify animal tracks and follow the Native American footpath. *Remember, a woodsman is someone who lives or works in the forest.* They were overjoyed to reach the top of the mountains where they could see a magnificent river stretching out beneath them. Following a narrow footpath, the men finally made it to the other side of the Appalachian Mountains, to the land that is now known as Kentucky. *Kentucky is located to the west of the Appalachian Mountains, so Daniel Boone made it to the other side!*

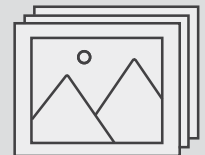


Show Image 2A-4: Daniel and friends hunting

Daniel and his friends were pleased with what they found on the other side of the mountains. The land was rich and fertile, and there were great herds of buffalo grazing on grasses. For the next two years, Daniel Boone stayed in eastern Kentucky, hunting and trapping wild animals. *[Show Image Card 6 (Buffalo).]* Daniel

Boone also used traps to catch animals. Boone used these animals for food and for their fur.

Image Card 6



Show Image 2A-5: Daniel Boone and pioneers

When he finally returned to North Carolina, he was met by other settlers who expressed an interest in leaving their homes in the east and moving westward. These **pioneers** asked Daniel if he could show them the way across the Appalachian Mountains. *A pioneer is one of the first people to live in a new place.* "It's not

an easy trip," Boone told them. "The forests are dense, and there are many dangers along the trail."



Show Image 2A-6: Appalachian Mountains

But the pioneering spirit of these settlers remained strong. Two years later, they convinced Daniel that they were serious about making the hard and dangerous trip to lands in the **wilderness**. *The wilderness refers to an area of land with many wild plants and animals and few people living there. Often, there are*

few roads that go through the wilderness. And so, Daniel led his own family, along with several other families, back through the Cumberland Gap into Kentucky. However, the trip proved even harder for families than it had been for the woodsmen. The families were not used to living in the wild outdoors like the woodsmen. Setting up a settlement in Kentucky was more difficult than the pioneers expected, and they were forced to go back home over the Appalachian Mountains.

Later, a businessman offered Daniel Boone a job to help widen some Native American trails that crossed the Appalachian Mountains. He wanted Daniel to make the trails wider and clearly marked so that pioneers would not lose their way as they crossed the mountains. Daniel Boone became known as a **trailblazer**. He helped to open up the way for pioneers to move west. *Boone helped to widen the Native American trails, making it easier for people to make the journey to the other side of the Appalachians.*



Show Image 2A-7: Blazing the Wilderness Road

Daniel Boone gathered together a group of men to help him clear the forest through the wilderness. Together they worked through rain, snow, and mud. They used axes to chop down trees and bushes to widen the old Native American footpath so that the pioneers'

wagons would fit. *Remember, a footpath is only wide enough for walking or riding a horse. A footpath is not wide enough for wagons.* They built log bridges across streams. Daniel Boone and the men successfully cleared a trail from eastern Virginia, through the Cumberland Gap, and into Kentucky. The trail was originally Native American footpaths called The Great Warrior's Path. Later, it became known as the Wilderness Road. Pioneers from Virginia, North Carolina, and Pennsylvania began to move along the Wilderness Road in great numbers. By the time that Kentucky was declared a state, less than

Support

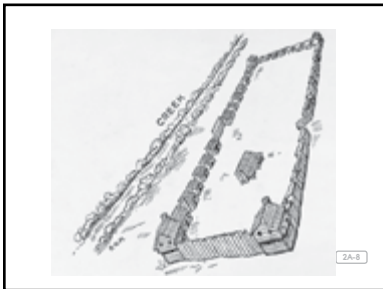
A wagon is a vehicle with four wheels that is pulled by animals and can carry heavy loads and people.

twenty years after the trail was widened, more than one hundred thousand people had used the Wilderness Road. Daniel Boone's hard work was responsible for opening up the area known as "the West" to many pioneers. As more and more settlers streamed into the west, relationships with Native Americans who were already living there became even more strained. *Native Americans and settlers wanted to live on the same land, and sometimes fought about it.*



Check for Understanding

Evaluate an Idea: Why did the trail get the name Wilderness Road? (Answers may vary, but should include that it was a road through what was the wilderness. Daniel Boone and others widened and cleared Native American trails in the wilderness to create a path across the Appalachian Mountains.)



Show Image 2A-8: Boonesborough

Daniel Boone's own family was the first pioneer family to settle in Kentucky. Daniel chose a spot near the Kentucky River to build a fort. It took several years to complete the fort. About as large as one city block, the fort sheltered log cabins and the people that lived in them. The fort was named Boonesborough after Daniel Boone, the man who built it.



Show Image 2A-9: Portrait of Daniel Boone

Life was difficult for the pioneers in the beginning, but people kept streaming across the mountains. In fact, so many people came that Daniel Boone felt his wilderness was being destroyed. It was no longer a wilderness land. He never gave up his love for the wilderness and continued to explore lands to the west of Kentucky until his death at the age of eighty-six.

Challenge

Ask students how Native Americans who were already living where the pioneers settled might have felt about the wilderness being destroyed.



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Did Daniel Boone do something to help others cross the Appalachian Mountains?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Daniel Boone is called a trailblazer because . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** How were Daniel Boone and John Finley able to cross the Appalachian Mountains into Kentucky? (*Daniel Boone and John Finley crossed the Appalachian Mountains through the Cumberland Gap using a Native American trail.*)
2. **Literal.** What did Daniel Boone do in Kentucky? (*Daniel Boone hunted and trapped animals in Kentucky.*)
3. **Literal.** What did Daniel Boone create that made it easier for the settlers to cross the Appalachian Mountains? (*Daniel Boone created the Wilderness Road to make it easier for settlers to cross the Appalachian Mountains.*)
 - **Inferential.** How did Daniel Boone make the Wilderness Road? (*He widened the trail Native Americans used by hiring men to help cut down trees and bushes and build bridges across streams.*) Why was it called the Wilderness Road? (*It was a road through the wilderness, or forest, where trees and plants were close together and people did not live close together.*)
4. **Inferential.** Why was the Wilderness Road so important? (*The Wilderness Road was so important because it allowed many more people to travel across the Appalachian Mountains to Kentucky and settle there. The road made it easier to transport supplies and easier for families to travel in their wagons.*)



Check for Understanding

Think-Pair-Share: What does it mean when people call Daniel Boone a trailblazer? (*Answers may vary, but should include that he made trails for other people to follow; he was among the first settlers to travel through the mountains; etc.*)

WORD WORK: PIONEERS (5 MIN.)

1. In the Read-Aloud you heard, “These pioneers asked Daniel if he could show them the way across the Appalachian Mountains.”
2. Say the word *pioneers* with me.
3. Pioneers are the first people to live in a new place. Pioneers often lead the way for others to follow.
4. Many books have been written about pioneers settling the western part of the United States.
5. How would you describe pioneers? Try to use the word *pioneers* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Pioneers are people who are . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read some activities that people might do. If it sounds like something that Daniel Boone and the other pioneers might have done, say, “Pioneers would have done that.” If it does not sound like something Daniel Boone and the other pioneers would have done, say, “Pioneers would not have done that.”

- traveling long distances (*Pioneers would have done that.*)
- building fires to keep warm (*Pioneers would have done that.*)
- staying and settling in a big city (*Pioneers would not have done that.*)
- shooting wild birds for dinner (*Pioneers would have done that.*)
- building new log cabins in the wilderness (*Pioneers would have done that.*)

Lesson 2: Crossing the Appalachian Mountains

Application



Writing: With assistance, students will use a graphic organizer to analyze the actions of Daniel Boone.



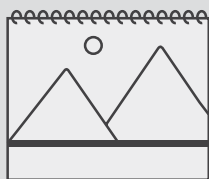
TEKS 1.7.E; TEKS 1.7.F

MULTIPLE MEANING WORD ACTIVITY: PASS (10 MIN.)

Show Poster 2M (Pass)

- Tell students in the Read-Aloud they heard, “Formed by rushing water years ago, the natural gaps, or passes, through the mountains had been trampled down by buffalo. Later Native Americans had walked on them. One pass was not too far from where Daniel Boone and his family lived.”
- Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning of the word *pass*. (*one finger*)
- Explain that *pass* can also mean to give something to someone else using your hands, as in “Please pass the salt.”
- Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning of the word *pass*. (*two fingers*)
- Explain that *pass* can also mean a ticket or written document that allows you to do something, as in a bathroom pass.
- Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning of the word *pass*. (*three fingers*)
- Explain that *pass* can also mean to move ahead of someone or something, as in when a car passes another car on the street. Tell students that *pass* is the root word of *passes*. Ask students if they can think of any other versions of the word *pass*. (*passed, passing*)
- Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning of the word *pass*. (*four fingers*)
- Point to the mountain pass. With a partner, have students talk about what they think of when they see this kind of pass. Tell them you will call on a few partners to share what they came up with. Remind them to answer in complete sentences. (e.g., *When I see this kind of pass, I think of Daniel Boone and the pioneers.*)

Flip Book Poster 2M



ENGLISH
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Language

Analyzing Language Choices

Beginning

Ask students questions they can answer by pointing to the correct image on the poster (e.g., “Which image shows the kind of pass that allows you to do something?”).

Intermediate

Ask students to provide examples of items related to each meaning of *pass*.

Advanced/Advanced High

Have students use each meaning correctly in context.

ELPS 1.E; ELPS 1.F



TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

- Point to the action of passing something to someone. With a partner, have students talk about what they think of when they see this kind of pass. Tell them you will call on a few partners to share what they came up with. Remind them to answer in complete sentences. (e.g., *When I see this kind of pass, I think of sharing materials with others during art class.*)
- Point to the ticket. With a partner, have students talk about what they think of when they see this kind of pass. Tell them you will call on a few partners to share what they came up with. Remind them to answer in complete sentences. (e.g., *When I see this kind of pass, I think of going to the movies or using the bus.*)
- Point to the train passing the other train. With a partner, have students talk about what they think of when they see this kind of pass. Tell them you will call on a few partners to share what they came up with. Remind them to answer in complete sentences. (e.g., *When I see this kind of pass, I think of cars on the road.*)

SOMEBODY WANTED BUT SO THEN (10 MIN.)

- Direct students' attention to the chart you prepared in advance. Have students turn to Activity Page 2.1. Note that the chart on the activity page is the same as the chart on display.
- Tell students that they are going to talk about the Read-Aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and that you will read the words to them.



Check for Understanding

Recall: What was the Read-Aloud about? (*Daniel Boone and his efforts as a trailblazer*)

- Tell them that you are going to write Daniel Boone's name on the chart. Encourage them to do the same, or write "DB" instead or draw a picture.
- Ask students what Daniel Boone wanted. (*He wanted to go west.*)
- Tell them that you are going to write that Daniel Boone wanted to go west. Have them do the same or draw a picture to show it.

Activity Page 2.1



Support

Have students work in pairs to complete Activity Page 2.1.

Challenge

Have students write complete sentences to summarize Daniel Boone's efforts as a trailblazer.

- Ask students what kept Daniel Boone from going west. (*The Appalachian Mountains were a natural barrier and difficult to cross.*)
- Tell them that you are going to write that Daniel Boone couldn't go west because the Appalachian Mountains were a natural barrier and were difficult to cross. Have them do the same, or write *mountains hard to cross*, or draw a picture to show it.
- Ask students what Daniel Boone decided to do. (*He hired people to help him widen Native American trails to cross the mountains.*)
- Tell them that you are going to write that Daniel Boone hired people to help him widen and clear Native American trails to cross the mountains. Have them do the same, or write *widened trails*, or draw a picture to show it.
- Ask students what happened once Daniel Boone and his team finished widening the trails. (*More people could cross the mountains on the Wilderness Road.*)
- Tell them that you are going to write that more people could cross the mountains on the Wilderness Road. Have students do the same, or write *Wilderness Road*, or draw a picture.

Somebody	Daniel Boone
Wanted	to go west.
But	the Appalachian Mountains were a natural barrier.
So	he hired people to help him widen Native American trails.
Then	more people could cross the mountains on the Wilderness Road.

- Read the completed chart to the class.

~~~~~  
End of Lesson  
 ~~~~~

FRONTIER EXPLORERS

Jefferson and Monroe

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will identify geographic features of the United States.

 **TEKS 1.1.C****Reading**

Students will explain why Thomas Jefferson wanted to buy the city of New Orleans.

 **TEKS 1.6.G****Language**

Students will demonstrate understanding of the Tier 2 word *mouth*.

 **TEKS 1.3.B**

Students will identify and use different types of sentences.


 **TEKS 1.11.D.ix****Writing**

Students will identify and describe the Mississippi River, the Rocky Mountains, and the land in between.

 **TEKS 1.7.B****FORMATIVE ASSESSMENT****Activity Page 3.1**

Land Features Students will identify the Mississippi River, the Rocky Mountains, and land in between on a map and describe them.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.7.B** Write brief comments on literary or informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> timeline <input type="checkbox"/> Image Cards 1–5, 7, 8 <input type="checkbox"/> Flip Book: 3A-1
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-2–3A-8
“Jefferson and Monroe”			
Comprehension Questions			
Word Work: <i>Mouth</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity: Sentence Types	Whole Group/Independent	20 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> brown, green, red, and brown coloring utensils
The Mississippi River			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Be sure the timeline from Lesson 1 is ready for use, with Image Cards 1–5 in the appropriate places.

Note to Teacher

The purpose of this syntactic awareness activity is to help students understand the direct connection between grammatical structures and the meaning of text. This syntactic awareness activity should be used in conjunction with the complex text presented in the Read-Alouds.

You will not use the timeline again until Lesson 5.

You will collect Activity Page 3.1 to save for use again in Lessons 7–10.

Universal Access

- You may wish to gather images of the Mississippi River, the mouth of the Mississippi River, mouths of other rivers, and present-day New Orleans to share with students.

CORE VOCABULARY

loyal, adj. showing support no matter what happens

Example: The king had many loyal subjects.

Variation(s): none

mouth, n. the place where a river empties into the ocean or a larger body of water

Example: They entered the ocean from the mouth of the river.

Variation(s): mouths

Vocabulary Chart for “Jefferson and Monroe”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		loyal (<i>leal</i>)	
Multiple Meaning		mouth	
Sayings and Phrases	I beg your pardon as much money as he can get his hands on		

Lesson 3: Jefferson and Monroe

Introducing the
Read-Aloud

Speaking and Listening: Students will identify geographic features of the United States.



TEKS 1.1.C

Image Cards 1–5, 7, 8



**ENGLISH
LANGUAGE
LEARNERS**



Reading

Reading/Viewing Closely

Beginning

Prompt and support students to recall words and phrases related to Daniel Boone and settlers' desire to move west.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to Daniel Boone and settlers' desire to move west.

Advanced/Advanced High

Provide minimal support in eliciting key details related to Daniel Boone and settlers' desire to move west.

ELPS 4.G; ELPS 4.I

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the timeline, remind students that the Read-Alouds they heard about Daniel Boone took place prior to the United States becoming a country, when the thirteen colonies had just started talking about declaring independence from Great Britain.

Show Image Card 5 (Daniel Boone), Image Card 7 (Eastern United States)

- Ask students to explain what they learned about Daniel Boone and other settlers' desire to move west of the Appalachian Mountains. (*Answers may vary, but may include: Native Americans had already been living in North America for thousands of years when settlers arrived in North America from Europe. As these settlements became colonies, many Native Americans were forced to move away from their family lands in what is now the eastern United States. Some moved west over the Appalachian Mountains. Daniel Boone was a woodsman who wanted to go west. The Wilderness Road that Daniel Boone helped create made it easier for pioneer families to move west over the Appalachian Mountains, which in time expanded the area of the United States. This displaced many Native Americans already living in the area, or forced them to leave their homes and move even farther west.*)
- Tell students that the Read-Aloud they will hear today takes place about thirty years after Daniel Boone made the Wilderness Road.
- Explain that by this time, the colonies had already declared independence from Great Britain, and Thomas Jefferson was the third president of the country called the United States.



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Show Image Card 8 (Thomas Jefferson)

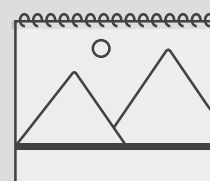
- Ask students what they remember about Thomas Jefferson and the term president from *A New Nation: American Independence*. (Answers may vary.)
- Ask students to direct you where to place the Image Card on the timeline. (after Daniel Boone and after the Declaration of Independence)
- Explain in the Read-Aloud today, they will hear about why the third president of the United States, Thomas Jefferson, wanted to buy the city of New Orleans from France.

WHERE ARE WE? (5 MIN.)

Show Image 3A-1: Map of the early United States

- Explain to students that in today's Read-Aloud, the United States of America (shown in orange) had grown to include more land than there had been in the original thirteen colonies.
- Explain that pioneer families had crossed the Appalachian Mountains and settled in lands on the other side of these mountains, pushing the borders of the United States farther and farther west, and forcing Native Americans who lived in those areas to also move farther and farther west.
- Point to the green area on the map, and then identify the city of New Orleans and the Mississippi River.
- Explain to students that, in the time period of today's Read-Aloud, this area of land, or territory, was not part of the United States. This part of North America had been explored and settled by people from another European country far across the Atlantic—the country of France.

Flip Book 3A-1



Check for Understanding

Point and Say It: Identify the following in the image: the Appalachian Mountains, the Mississippi River, and the city of New Orleans. [Have various students come up to identify and point to the items listed.]

Lesson 3: Jefferson and Monroe

Read-Aloud



Reading: Students will explain why Thomas Jefferson wanted to buy the city of New Orleans.



TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *mouth*.



TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen to find out why Thomas Jefferson wanted to buy New Orleans.

“JEFFERSON AND MONROE” (15 MIN.)



Show Image 3A-2: Monroe and Jefferson

Entering his office in Washington, D.C., Thomas Jefferson, president of the United States, was pleased *or glad* to find his friend, James Monroe, waiting for him. Monroe politely rose to his feet, but President Jefferson said, “Sit down, James. This is not a formal meeting, as you can see.” In fact,

Thomas Jefferson was dressed in his robe and slippers! *[Point to Monroe and then Jefferson in the picture.]*

As the two men sat down, James Monroe thought to himself, “Thomas Jefferson doesn’t try to make himself look fancy or important. But he is the smartest, most interesting person I have ever known. How lucky I am to be his friend!”

At the same time, President Jefferson was thinking, “James Monroe is honest and intelligent, *or smart* and he is willing to work hard to do a good job.” *Monroe and Jefferson are describing each other’s characteristics. Do you think Monroe and Jefferson sound like they would be good leaders for our country?*



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 3A-3: Making plans

Speaking out loud now, the president said, “James, I have an important job I want you to do, one that I think you are especially well-suited to carry out: I want you to buy a city for us.” *Have you ever heard of someone buying a whole city?*

“I beg your pardon!” James Monroe exclaimed in surprise. “Buy a city?”

“Yes, I want to send you to France to see the Emperor Napoleon, who rules France and half of Europe as well. *An emperor is a ruler, like a king.* [Remind students about the emperors they learned about in Early American Civilizations.] When you reach France, I want you to buy the city of New Orleans from Napoleon.”



Show Image 3A-4: Map of the early United States

James Monroe knew that the city of New Orleans sat near the **mouth** of the Mississippi River. *The mouth of the Mississippi River is where the river empties into the ocean.* French settlers started settling in New Orleans many years ago because they knew that ships and

boats could travel up and down the Mississippi River, allowing people to buy and sell things all along the length of the great Mississippi River. *[Trace ships' journeys up and down the Mississippi River on the map.] It was easier than walking or using a horse and wagon.* James Monroe knew that France still owned New Orleans, plus a great deal of land west of the Mississippi River stretching all the way to the Rocky Mountains. *[Point to the Rocky Mountains on the map. Explain to students that France owned the land from the Mississippi River to the Rocky Mountains.]*

Jefferson stopped and stared into the flames of the fire by which they sat, for it was a chilly morning. Then he continued, “As you know, James, our nation, the United States, is on the eastern side of the Mississippi, while the area that France has claimed is on the western side. *[Point to the orange area on the map, which represents the size of the United States at that time.]*

Support

The word *mouth* also means the body part you use to talk, eat, and smile.

Challenge

Ask students what they think President Jefferson was worried might happen if Napoleon got angry.



Show Image 3A-5: A frontier village along the Mississippi

“More and more Americans are moving near the Mississippi and building towns and cities along the river. *What groups of people had been living on both sides of the Mississippi River for thousands of years? (Native Americans)* We must make sure Americans

can do business up and down the river if we are going to build up that part of the United States. Right now, France and the United States are friends, and Napoleon lets American ships pass by New Orleans on their way from the ocean up and down the river; but if Napoleon ever grew angry with us . . .”
Americans were able to sail past New Orleans on their way from the ocean up and down the river.

“I understand,” said James Monroe. “Napoleon could stop our ships and boats from bringing us the things we need. He could stop our farmers in that part of the country from sending food they grow to the rest of us back east, or stop people in the east from shipping farm tools to the farmers. I understand why New Orleans is important. But why would Napoleon want to sell the city?”



Show Image 3A-6: Napoleon Bonaparte in battle [Have students describe the man in the image.]

Jefferson answered, “Napoleon needs as much money as he can get his hands on so that he can pay for supplies, uniforms, food, and ships for his soldiers and sailors because France is fighting in a war in Europe. We will offer to pay

him the money he wants, which will make *him* happy, and we will get control of the river, which will make *us* happy.”

“Napoleon certainly seems to have a reason to sell New Orleans to us,” said Monroe.



Show Image 3A-7: Napoleon Bonaparte

[Tell students that this is a picture of the emperor Napoleon.]

Jefferson replied, “He may have a reason, but we must get Napoleon to agree to the sale. He can be very difficult to work with, James. He thinks he is the most important person alive. If he believes you think so, too, he can be a **loyal**, powerful friend. *Loyal friends show their support for you no matter what happens.* On the other hand, if he thinks you do not see him as important, or do not agree with his ideas, he will have his servants throw you out of his palace and slam the door. James, you are so likeable, he’ll want to work with you. If you succeed, you will help us to open up the whole western part of our country that is near the Mississippi River. Will you try?” *If James Monroe is successful, Americans would be able to settle even farther west.*



Show Image 3A-8: Jefferson and Monroe shaking hands

James Monroe stood up. “It will be my honor to do so,” he said. Thomas Jefferson arose and the two friends shook hands. As he turned to go, James Monroe thought, “When I came here this morning, I had no idea I would be going to France for the president of the United States! And just think—I am going there to buy a city!”

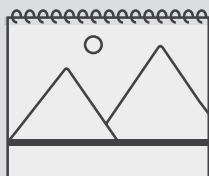
COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who was the president of the United States at the time of this Read-Aloud? (*Thomas Jefferson*)
 - **Literal.** Who was James Monroe? (*James Monroe was Thomas Jefferson's friend.*)

Show Image 3A-4: Map of the early United States

2. **Inferential.** [Point to the Mississippi River and New Orleans, and remind students that at the time period of this Read-Aloud, this part of North America had been settled by people from France, but that more and more Americans were settling nearby and using the Mississippi River.] At the time period of this Read-Aloud, how did people use the Mississippi River? (*Ships and boats traveled up and down it, carrying people and supplies.*) Why did people use the river? (*It was easier than walking or using horses.*)
3. **Inferential.** Why did Thomas Jefferson want to buy New Orleans? (*He wanted to make sure that Americans would always be able to go through New Orleans on their way to or from the Mississippi River and the ocean.*)
4. **Literal.** Who was Napoleon? (*Napoleon was the emperor or leader of France.*)
 - **Inferential.** Why was Thomas Jefferson worried that Napoleon might suddenly stop American ships from passing through New Orleans? (*In order to get to the Mississippi River from the ocean, people had to go through New Orleans. If Napoleon suddenly stopped American ships from passing through New Orleans, Americans wouldn't be able to use the Mississippi River to go to and from the ocean or to buy and sell things up and down the river.*)

Flip Book 3A-4



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Would buying the city of New Orleans help the United States?").

Intermediate

Provide students with a specific sentence frame (e.g., "Buying the city of New Orleans for the United States would . . .").

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

Check for Understanding



Evaluate an Idea: How could buying New Orleans help the United States? (*It would ensure Americans always had access to the Mississippi River; it would open up the western part of North America to Americans.*)

WORD WORK: MOUTH (5 MIN.)

1. In the Read-Aloud you heard, “James Monroe knew that the city of New Orleans sat near the mouth of the Mississippi River.”
2. Say the word *mouth* with me.
3. The mouth of a river is the place where the river empties into the ocean or a larger body of water.
4. The water gets rougher and choppy at the mouth of the river.
5. Have you ever seen the mouth of a river? If so, how would you describe it? If not, what do you think it is like? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The mouth of a river is/I think the mouth of the river . . .”]
6. What’s the word we’ve been talking about?

Use a Multiple Meaning activity for follow-up. The word *mouth* can also mean the body part you use to talk, eat, and smile. I am going to say some sentences. If the sentence I say is related to the word *mouth* meaning the place where a river empties into the ocean or larger body of water, hold up one finger. If the sentence I say is related to the word *mouth* meaning the body part you use to talk, eat, and smile, hold up two fingers.

- I opened my mouth so the dentist could inspect my teeth. (*two fingers*)
- New Orleans is a city at the mouth of the Mississippi River. (*one finger*)
- Alexandria, Egypt is located near the mouth of the Nile River. (*one finger*)
- She slowly put the food in her mouth, afraid she wouldn’t like the taste of it. (*two fingers*)
- The baby put his thumb in his mouth for comfort. (*two fingers*)

Lesson 3: Jefferson and Monroe

Application



Language: Students will identify and use different types of sentences.

TEKS 1.11.D.ix

Writing: Students will identify and describe the Mississippi River, the Rocky Mountains, and the land in between.

TEKS 1.7.B

SYNTACTIC AWARENESS ACTIVITY: SENTENCE TYPES (10 MIN.)

- Tell students that every day we use different types of sentences to tell others information, ask questions, or shout or exclaim something exciting. Explain that one reason we talk to others is to tell them information.
- Explain that in the Read-Aloud today, students heard a conversation between Thomas Jefferson and James Monroe. [Please change the tone of your voice to match the punctuation as you read the sentence aloud.] They heard Thomas Jefferson say to James Monroe, “This is not a formal meeting, as you can see.”
- Explain that this sentence ends in a period because it gives information. It is said in a regular tone of voice.
- Tell students you will say two sentences. Then they should tell you which sentence sounds like you are telling someone information. [Please change the tone of your voice to match the punctuation as you read each sentence aloud.] (*first sentence*)
 - Napoleon was the emperor of France.
 - Napoleon was the emperor of France?
- In pairs, have students practice saying sentences that are telling information. Have a few pairs share their sentences.
- Explain that another reason we talk to others is to ask questions.
- [Please change the tone of your voice to match the punctuation as you read the sentence aloud.] Explain that in the Read-Aloud they heard James Monroe ask Thomas Jefferson, “But why would Napoleon want to sell the city?”
- Explain that this sentence ends in a question mark because it asks a question. You change your tone of voice when you ask a question.

TEKS 1.11.D.ix Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.7.B** Write brief comments on literary or informational texts.

- Tell students you will say two sentences. Then they should tell you which sentence sounds like you are asking a question. [Please change the tone of your voice to match the punctuation as you read each sentence aloud.] (*second sentence*)
 - Napoleon is selling the city.
 - Napoleon is selling the city?
- In pairs, have students practice saying sentences that are asking questions. Have a few pairs share their sentences.
- Explain that another reason we talk to others is to shout or exclaim something exciting.
- [Please change the tone of your voice to match the punctuation as you read the sentence aloud.] Explain that in the Read-Aloud they heard James Monroe say to Thomas Jefferson, “I beg your pardon!”
- Explain that this sentence ends with an exclamation point because it expresses James Monroe’s excitement—people don’t buy cities every day! You change the tone of your voice when you shout or exclaim something exciting.
- Tell students you will say two sentences. Then they should tell you which sentences sounds like you are exclaiming something exciting. [Please change the tone of your voice to match the punctuation as you read each sentence aloud.] (*second sentence*)
 - New Orleans would be ours?
 - New Orleans would be ours!
- In pairs, have students practice saying sentences that are shouting or exclaiming something exciting. Have a few pairs share their sentences.

THE MISSISSIPPI RIVER (10 MIN.)

- Have students turn to Activity Page 3.1. Remind them that they identified the Appalachian Mountains on a map similar to this one in an earlier lesson and wrote about them on the back of the page.
- Have students outline the Mississippi River in black and color the land to the east of the Mississippi River green (the land that was the United States at the time the Read-Aloud took place).
- Ask students to circle the mouth of the Mississippi River in red where it opens up to the Atlantic Ocean.

Activity Page 3.1



Support

Have students work in pairs to write sentences.

Challenge

Have students write sentences about the Mississippi River, New Orleans, and the land out west.

**ENGLISH
LANGUAGE
LEARNERS**



Writing

Writing

Beginning

Have students dictate facts about the Mississippi River using familiar vocabulary to a teacher to be recorded.

Intermediate

Have students dictate facts about the Mississippi River using familiar vocabulary to a peer to be recorded.

Advanced/Advanced High

Have students write facts about the Mississippi River using familiar vocabulary.

ELPS 1.F

- Last, have students color the Rocky Mountains brown. Remind students that they learned that at the time of today's Read-Aloud, France owned the land from the Mississippi River to the Rocky Mountains.
- Ask students to use Activity Page 3.1 to compare and contrast the areas where the first settlers lived before Daniel Boone made the Wilderness Road and where the United States expanded past the Appalachians. (*Answers may vary, but may include: the area along the East Coast was much smaller than the area out west, past the Appalachians and past the Mississippi; out west, the Mississippi River was [and still is] an important river for trade and the city of New Orleans sits at the mouth of the river; the United States could grow a lot if people keep moving west; etc.*)
- Have students write 1–3 sentences on the back of their activity page about the Mississippi River.
- Collect Activity Page 3.1 to assess and save for use in Lessons 7–10.

~~~~~  
End of Lesson  
~~~~~

FRONTIER EXPLORERS

The Louisiana Purchase

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the importance of the Mississippi River to the United States.

 **TEKS 1.1.A; TEKS 1.3.D**

Reading

Students will explain the significance of the Louisiana Territory and the Louisiana Purchase.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *purchase*.

 **TEKS 1.3.B**

Language

Students will demonstrate an understanding of the multiple meaning word *letter*.

 **TEKS 1.3.B; TEKS 1.7.F**

Writing


Students will write sentences about the Louisiana Purchase.

 **TEKS 1.7.B**

FORMATIVE ASSESSMENT**Activity Page 4.1**

Louisiana Purchase Students will put together puzzle pieces of the Louisiana Purchase and write sentences about it.

 **TEKS 1.7.B**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.B** Write brief comments on literary or informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map with cardinal directions labeled from Lesson 2
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-1–4A-10
“The Louisiana Purchase”			
Comprehension Questions			
Word Work: <i>Purchase</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word Activity: <i>Letter</i>	Whole Group/ Independent	20 min.	<input type="checkbox"/> Poster 3M: Letter (Flip Book) <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> scissors <input type="checkbox"/> tape or glue <input type="checkbox"/> paper <input type="checkbox"/> drawing and writing tools
The Louisiana Purchase Puzzle			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Be sure the U.S. map that you added cardinal direction labels to in Lesson 2 is ready for use.

Universal Access

- You may wish to prepare a class example of the Louisiana Purchase puzzle, with the parts colored in, to use as you guide students through that part of the Application activity.

CORE VOCABULARY

purchase, v. to buy

Example: She was able to purchase the book she wanted with her weekly allowance.

Variation(s): purchases, purchased, purchasing, purchase **n.**

territory, n. an area of land controlled by a specific country or government

Example: The Louisiana Territory was controlled by France and then by the United States.

Variation(s): territories

Vocabulary Chart for “The Louisiana Purchase”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		purchase	
Multiple Meaning	territory (<i>territorio</i>)		
Sayings and Phrases	at once seal the bargain		

Lesson 4: The Louisiana Purchase

Introducing the Read-Aloud



Speaking and Listening: Students will review the importance of the Mississippi River to the United States.



TEKS 1.1.A; TEKS 1.3.D

WHERE ARE WE? (5 MIN.)

- Point to each letter taped onto the map in Lesson 2 and have students repeat the direction each letter represents.
- You may wish to review using a mnemonic device, such as “Never Eat Soggy Waffles.”
- Have students point out the Mississippi River and the Rocky Mountains on the U.S. map.
- Remind students that during the time when Thomas Jefferson was president, the United States was the land east of the Mississippi River.
- Then ask students to point to the mouth of the Mississippi River and the city of New Orleans.
- Finally, have students point out the Appalachian Mountains.
- Remind students of Daniel Boone’s Wilderness Road and how it allowed people to expand farther west past the Appalachians. This continued to displace many Native Americans already living in the area and forced them to leave their homes once again and move even farther west.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that New Orleans and the area west of the Mississippi River were not part of the United States at the time the previous Read-Aloud took place.



Check for Understanding

Recall: Why did President Jefferson want to buy New Orleans from Napoleon and France? (*for control of the Mississippi River*)

- Ask students why the Mississippi River was so important. (*People could move goods from land along the river to the ocean, and then to other people who wanted to buy them.*)
- Ask students who Thomas Jefferson decided to send to France to talk with Napoleon about buying New Orleans. (*his friend James Monroe*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- On a world map, point to England and ask students how the Pilgrims and other English settlers who first came to North America traveled there. (*by boat*)
- Remind them that the journey on the Mayflower took a long time and the Pilgrims were very happy when they finally reached land.
- Now point to the country of France. Explain that the setting of today's Read-Aloud—or where it takes place—is France, where James Monroe traveled in order to talk to Napoleon.
- Explain that in order for James Monroe to travel from the United States to France, he had to travel by boat, which could take a few weeks or even a month.
- Trace the path a ship would have traveled from the United States to France.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Was the Mississippi River important because it was near the Appalachian Mountains?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The Mississippi River was so important because . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

Lesson 4: The Louisiana Purchase

Read-Aloud



Reading: Students will explain the significance of the Louisiana Territory and the Louisiana Purchase.



TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *purchase*.

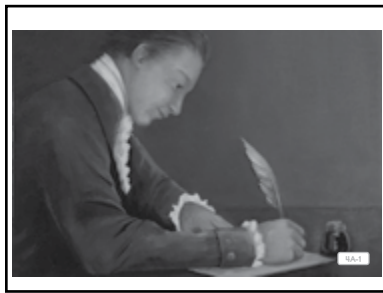


TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen to find out if James Monroe was able to buy the city of New Orleans from Napoleon for the United States.

“THE LOUISIANA PURCHASE” (15 MIN.)



Show Image 4A-1: Making plans

James Monroe sat at a desk in his hotel room in France. Monroe had been sent to France by the president of the United States, Thomas Jefferson.



Show Image 4A-2: Map of the early United States

Remember, France owned the city of New Orleans, which was near the place where the mighty Mississippi River flowed into the sea. *What is the area of a river called where it empties into the ocean or sea? (mouth)*

Whoever controlled New Orleans decided which ships passed up and down the river. The land on the east side of the river was owned by the United States. The land on the west side of the river was owned by France. *[Point to the United States in orange and the Louisiana Territory in green on the map as you read.]* President Jefferson had told



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

James Monroe, “I want you to go to France and offer to **purchase or buy** the city of New Orleans from Napoleon. Napoleon needs money to buy supplies for his soldiers and sailors, who are fighting in a series of wars. If he will sell New Orleans to us, he will receive the money he needs, and we will gain control of the Mississippi River.”



Show Image 4A-3: James Monroe and Napoleon Bonaparte

James Monroe met with Napoleon in the French emperor’s palace in Paris, France. This palace was very different from the house in which President Thomas Jefferson lived in Washington, D.C.

Now as James Monroe looked back on his meetings with both President Jefferson and the French Emperor, Napoleon, Monroe thought, “President Jefferson’s home certainly is different from Napoleon’s home. Napoleon lives in a grand palace with fine wooden floors half-covered in thick carpets. The walls are bright with expensive wallpapers, and the furniture probably cost a lot of money. When Napoleon dresses in the fanciest clothes and sits on that throne, he talks and everyone else listens because they are afraid of his power, and they hope he will do favors for them. *[Remind students that Napoleon was an emperor and had powers like a king.]*



Show Image 4A-4: Thomas Jefferson

“But there are no thrones for Thomas Jefferson and no royal uniforms to make him look special. Sometimes visitors to the presidential mansion **or large house** don’t even recognize President Jefferson. They think he is one of the servants until they are introduced to him. When he starts to speak, however,

everyone listens, but not because they are afraid of him. They listen because he is a brilliant man with wonderful ideas. *Monroe thinks that President Jefferson is very smart.* He doesn’t need thrones or royal robes in order for people to realize that he is a great man.”

Challenge

Have students compare and contrast Image 4A-5 of Napoleon with that of Thomas Jefferson in Image 4A-4. Ask them how the two men look similar and different.



Show Image 4A-5: Napoleon Bonaparte

"Well," James Monroe thought, "I suppose I should be fair. Napoleon may not be my sort of person, but he is very clever once you are talking seriously with him; and he is about to do a great favor for the United States." **Clever means smart and able to think and figure things out quickly.**



Show Image 4A-6: Monroe and Napoleon

[Point out Napoleon and Monroe in the picture.]

Monroe remembered his last meeting with Napoleon, during which Napoleon had told Monroe, "I have thought over your president's offer to buy the city of New Orleans. I have decided that selling New Orleans to the United States of America will not bring me as much money as I need.



Show Image 4A-7: Map of the early United States

"Instead, I will sell you New Orleans *and* all the lands owned by France between the Mississippi River and the Rocky Mountains, which is called the Louisiana **Territory**. **[Point to the green area on the map that represents the Louisiana Territory, and explain that the**

word territory means an area of land controlled by a specific country or government.] We will sell this land to you at a fair price." **Did Napoleon want to sell just New Orleans? What did he want to sell?**

Hearing this, Monroe realized with a shock, "That is as much land as there is already in the *entire* United States of America! Overnight, we could have a nation twice as big as it is right now!"

Support

Remind students that in *Animals and Habitats*, they learned another definition of *territory*: an area in which an animal or group of animals lives.



Check for Understanding

Evaluate an Idea: Do you think Monroe was excited or disappointed by Napoleon's suggestion? How do you know? (*excited; Monroe realized Napoleon's suggestion would make the United States twice as big as it is now, which would be great for the United States*)



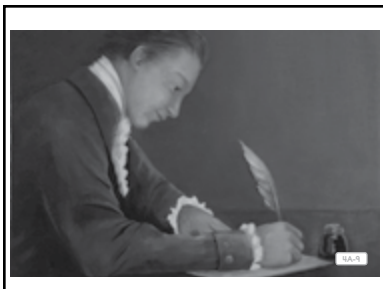
Show Image 4A-8: James Monroe and Napoleon Bonaparte

Somehow Monroe had kept himself calm enough to answer Napoleon. "Your Majesty, this is indeed a marvelous opportunity. I cannot accept your offer, however, until I present it to President Jefferson and receive his answer. I will write to him at once."

In Monroe's time, there was no phone or email, so Monroe had to write a letter to Jefferson. *Here, the word letter means a written message to someone.* The letter would have to travel over the ocean in the same kind of ship that Monroe had traveled on when he first came to France. It would take a few weeks for Jefferson to get Monroe's letter and even longer for Monroe to get Jefferson's answer.

Support

The word *letter* can also mean one of the symbols of the alphabet.



Show Image 4A-9: Monroe writing to Jefferson

Now, sitting in his hotel room and remembering all this, James Monroe picked up his pen. "I need to finish my letter to President Jefferson," he thought, "and then I can send it to him by the first ship sailing across the ocean to the United States. When he reads it, the president is going to be very surprised." *Why did Monroe think that Jefferson would be surprised?*



Show Image 4A-10: Jefferson reading Monroe's letter

Just as Monroe had expected, Thomas Jefferson was amazed when he read the letter. Jefferson thought, "This is even better than I could have imagined! Not only will we be buying the city of New Orleans, but also the entire Louisiana Territory. The United States

will double in size! I will write back to James Monroe at once, telling him to purchase the Louisiana Territory for the United States." He smiled. "The timing could not be better." Then President Jefferson picked up his pen and began the letter instructing Monroe to seal the bargain with France, a bargain that would double the size of the United States of America. Seal the bargain means that Jefferson wanted Monroe to accept Napoleon's offer and buy the Louisiana Territory. [Tell students that when the United States bought the Louisiana Territory from France, it was called the Louisiana Purchase.]

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who did James Monroe meet in France in order to discuss the purchase of the city of New Orleans? (*Napoleon*)
2. **Literal.** Was James Monroe able to buy the city of New Orleans from Napoleon? (*yes*) What else did Napoleon sell to the United States? (*Napoleon also sold the Louisiana Territory to the United States.*)

Show Image 4A-2: Map of the early United States

3. **Literal.** Point to the area of land called the Louisiana Territory, which the United States bought from France. (*Students should point to the area between the Mississippi River and the Rocky Mountains.*)
4. **Inferential.** What was the Louisiana Purchase? (*The Louisiana Purchase was the land called the Louisiana Territory that the United States bought from France.*)
 - **Inferential.** Was the Louisiana Territory a lot of land or a little land? (*The Louisiana Territory was a lot of land.*) How do you know? (*We know that it was a lot of land because it doubled the size of the United States at that time.*)
5. **Evaluative.** Why was the Louisiana Purchase significant for the United States? (*It doubled the size of the country at the time; it provided more land for settlers to move to and explore; it gave the United States control of the land to the west of the Mississippi River in addition to the land to the east of it*)

WORD WORK: PURCHASE (5 MIN.)

1. In the Read-Aloud you heard Thomas Jefferson say, "I want you to go to France and offer to purchase the city of New Orleans from Napoleon."
2. Say the word *purchase* with me.
3. When you purchase something, you buy it.
4. Jeremy went to the grocery store to purchase milk for his cereal.
5. What kinds of things would you purchase at the grocery store? Try to use the word *purchase* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I would purchase . . ."]
6. What's the word we've been talking about?

Use a Discussion activity for follow-up. Talk to your partner about what you would purchase if you had twenty dollars. Be sure to use the word *purchase* and answer in complete sentences.



ENGLISH
LANGUAGE
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Language

Selecting Language Resources

Beginning

Provide students with an oral word bank (e.g., *gift, new, need, replace, nice*).

Intermediate

Provide students with a specific sentence frame (e.g., "If I had twenty dollars, I would purchase . . .").

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "If I had twenty dollars, I would purchase a new book for my brother because he really likes reading.")

ELPS 3.F

Poster 3M



ENGLISH
LANGUAGE
LEARNERS



Language

Analyzing Language Choices

Beginning

Ask students questions they can answer by pointing to the correct image on the poster (e.g., “Which image shows the kind of letter that is a symbol of the alphabet?”).

Intermediate

Ask students to provide examples of items related to each meaning of *letter*.

Advanced/Advanced High

Have students use each meaning correctly in context.

ELPS 1.E; ELPS 2.D

Lesson 4: The Louisiana Purchase

Application



Language: Students will demonstrate an understanding of the multiple meaning word *letter*.

TEKS 1.3.B; TEKS 1.7.F

Writing: Students will write sentences about the Louisiana Purchase.

TEKS 1.7.B

MULTIPLE MEANING WORD ACTIVITY: LETTER (5 MIN.)

Show Poster 3M (Letter)

- Tell students in the Read-Aloud they heard, “In Monroe’s time, there was no phone or email, so Monroe had to write a letter to Jefferson. The letter would have to travel over the ocean in the same kind of ship that Monroe had traveled on when he first came to France. It would take a few weeks for Jefferson to get Monroe’s letter and even longer for Monroe to get Jefferson’s answer.”
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (*one finger*)
- Explain that *letter* also means a symbol of the alphabet, as in the ABCs.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (*two fingers*)
- Point to the letter as a message. With a partner, have students talk about what they think of when they see this kind of letter. Explain that you will call on a few partners to share what they came up with. Remind them to answer in complete sentences. (e.g., *When I see this kind of letter, I think of pen pals and the mail.*)
- Point to the letter as a symbol of the alphabet. With a partner, have students talk about what they think of when they see this kind of letter. Explain that you will call on a few partners to share what they came up with. Remind them to answer in complete sentences. (e.g., *When I see this kind of letter, I think of the ABCs.*)

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.B** Write brief comments on literary or informational texts.

THE LOUISIANA PURCHASE PUZZLE (15 MIN.)

- Remind students that when Jefferson purchased the Louisiana Territory, the United States became much bigger.
- Have students turn to Activity Page 4.1. Explain that the picture on the first page is of the United States before the purchase of the Louisiana Territory.
- Have students color the picture of the United States before the purchase of the Louisiana Territory and then cut it out.
- Then, explain that the picture on the second page is of the Louisiana Territory.
- Have them color the picture of the Louisiana Territory another color and then cut it out.
- Have them tape or glue the Louisiana Territory and the eastern portion of the United States together on a blank piece of paper. You may wish to model how to do this with a sample of the puzzle pieces.
- Discuss with students how the United States would be different without the Louisiana Territory. (*Answers may vary.*)
- Also discuss the amount of land that was added to the United States with this purchase. (*It doubled the size of the United States or made it twice as big as it was without the Louisiana Territory added to it.*)
- Have students write 1–3 sentences about why the Louisiana Purchase was important to the United States. (*It gave the United States control of trade on the Mississippi River, the city of New Orleans, and doubled the size of the United States.*)
- Have them share with a partner or the rest of the class what they wrote.

End of Lesson

Activity Page 4.1



Support

Have students work in pairs to write sentences.

Challenge

Have students write 3–5 sentences about the importance of the Louisiana Purchase.

Pausing Point

NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed, but it is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of frontier exploration. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.



Writing Studio

If you are using Writing Studio, you may begin Unit 7, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Locate the Appalachian Mountains on a map
- Describe Daniel Boone and his experiences
- Identify what the Wilderness Road refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to buy the city of New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and the Louisiana Purchase



Directions: First, write the letter ‘A’ on the map that has the Appalachian Mountains highlighted. Write the letter ‘M’ on the map that has the Mississippi River highlighted. Write the letter ‘R’ on the map that has the Rocky Mountains highlighted.

Note: For students who will be using the Activity Page from the Editable PDF Activity Book, please have them answer by typing “yes” if the sentence is correct and “no” if the sentence is incorrect.

Next, I am going to ask you some questions. If the answer to the question is yes, circle the thumbs up. If the answer to the question is *no*, circle the thumbs down. I will read each question two times.

1. Was Daniel Boone a very bad hunter or woodsman? (*thumbs-down*)
2. Were the Appalachian Mountains easy to cross? (*thumbs-down*)
3. Was the Wilderness Road a way that the settlers were able to cross the Appalachian Mountains? (*thumbs-up*)
4. Was Daniel Boone a trailblazer and a pioneer? (*thumbs-up*)
5. Did Thomas Jefferson want to buy the city of New Orleans from Napoleon and France to control access to the Mississippi River? (*thumbs-up*)
6. Did Napoleon refuse Monroe’s request to buy New Orleans for the United States? (*thumbs-down*)
7. Was the Louisiana Territory land between the Appalachian Mountains and the Mississippi River? (*thumbs-down*)
8. Did the Louisiana Purchase double the size of the United States? (*thumbs-up*)

ACTIVITIES

The Appalachian Mountains

Materials: Map of the United States

- Help students locate and identify the Appalachian Mountains.
- Discuss with students the problems the Appalachian Mountains presented to those who wanted to move west.

Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

Image Cards 1–8

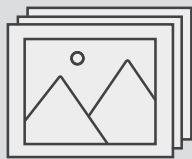


Image Card Review

Materials: Image Cards 1–8

- Hold Image Cards 1–8 in your hand, fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or say a clue about the picture s/he is holding.
- For example, for Columbus, a student may say, “I searched for a route to India but landed in the Americas instead. Who am I?” The rest of the class will guess what or who is being described.
- Proceed to another card when the correct answer has been given.
- Encourage students to use content-specific vocabulary and Tier 2 words during this activity.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review a particular event.
- You may also choose to have the students select a Read-Aloud to be heard again.
- Ask students to talk about the similarities and differences between the trade book and some of the Read-Alouds they have heard.

You Were There: The Wilderness Road

- Have students pretend that they were with Daniel Boone when he made the Wilderness Road.
- Ask students to describe what they saw and heard.
- For example, students may talk about all of the trees and plants that Daniel Boone had to cut down and how that may have sounded or what it may have looked like.

Key Vocabulary Brainstorming

Materials: board/chart paper

- Give students a key vocabulary word such as *trailblazer* or *pioneer*. Have them brainstorm everything that comes to mind when they hear the word.
- Record their responses on the board or chart paper for reference.

Class Book: Daniel Boone

Materials: Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain.

- Have students brainstorm important information about the adventures of Daniel Boone.
- Have each student choose one idea to draw a picture of and then write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.
- You may choose to add more pages upon completion of the entire domain before binding the book.

On Stage: The Adventures of Daniel Boone

Note: Students may require additional guidance in order to complete this activity.

- Have a group of students plan and then act out one of the adventures they heard about Daniel Boone. (*growing up in Pennsylvania and North Carolina, becoming a good hunter, building the Wilderness Road, etc.*)

You Were There: Monroe and Napoleon

- Have students pretend that they were with James Monroe when he met with Napoleon to ask about buying the city of New Orleans.
- Ask students to describe what they saw and heard.
- For example, students may talk about how different Napoleon's home was compared to the White House where President Jefferson lived or how the two men interacted with each other.

Using a Map **TEKS 1.3.D**

Materials: U.S. map

- Review the four cardinal directions with students: north, east, south, west.
- You may wish to review the mnemonic device "Never Eat Soggy Waffles."
- Have students identify the following on a U.S. map and explain their significance:
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Louisiana Territory



TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

5

FRONTIER EXPLORERS

Lewis and Clark

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review events leading up to the Louisiana Purchase.

 **TEKS 1.1.C**

Reading

Students will explain the reasons that Lewis and Clark went on their expedition.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *brave*.

 **TEKS 1.3.B; TEKS 1.7.F**

Students will demonstrate understanding of the Tier 3 word *route*.


 **TEKS 1.3.B; TEKS 1.6.E**

FORMATIVE ASSESSMENT

Map with Route

Students will draw a map of their route to school and write about the things they see on their route to school.

 **TEKS 1.6.E**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> timeline <input type="checkbox"/> Image Cards 1–5, 7–9 <input type="checkbox"/> Flip Book: 5A-1
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> board/chart paper (optional) <input type="checkbox"/> Flip Book: 5A-1–5A-7
“Lewis and Clark”			
Comprehension Questions			
Word Work: <i>Brave</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Vocabulary Instructional Activity: <i>Route</i>	Whole Group/ Independent	20 min.	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools <input type="checkbox"/> timeline <input type="checkbox"/> Image Cards 1–5, 7–10 <input type="checkbox"/> Flip Book: 5A-4
Timeline			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Be sure the timeline from Lesson 1 is ready for use, with Image Cards 1–5, 7, and 8 in the appropriate places.

Note to Teacher

This Read-Aloud is shorter than usual. You may wish to make the Read-Aloud more interactive by having students imagine what kinds of animals and plants Lewis and Clark might find in the Louisiana Territory.

CORE VOCABULARY

brave, adj. showing courage and not afraid to do something even if it may be dangerous or frightening

Example: The boy was brave when he rode a bike without training wheels for the first time.

Variation(s): braver, bravest

Vocabulary Chart for “Lewis and Clark”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		brave	
Multiple Meaning			
Sayings and Phrases			

Lesson 5: Lewis and Clark

Introducing the Read-Aloud



Speaking and Listening: Students will review events leading up to the Louisiana Purchase.

 **TEKS 1.1.C**

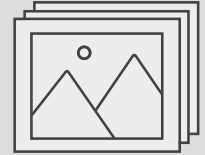
WHAT HAVE WE ALREADY LEARNED?

Show Image 5A-1: Map of the Louisiana Purchase

- Point to the area on the map representing the original colonies, and remind students that the Read-Alouds they have heard over the last several days describe how America grew in size from the original thirteen colonies to a much larger country.
- Ask students the following questions to review what they have learned:
 - Who was Daniel Boone and why was he important? (*Daniel Boone was a woodsman who wanted to go west. With help from others, he widened Native American trails to create the Wilderness Road, which people could use to cross the Appalachian Mountains to go west and settle. He is known as a trailblazer.*)
 - How were Native Americans affected by settlers moving west? (*Native Americans had already been living in North America for thousands of years when settlers arrived from Europe. As these settlements became colonies, many Native Americans were forced to move away from their family lands in what is now the eastern United States. Some moved west over the Appalachian Mountains. As more pioneer families moved west over the Appalachian Mountains, the United States expanded. This displaced many Native Americans already living in the area, or forced them to leave their homes and move even farther west.*)
 - [Point to the image of Thomas Jefferson on the timeline.] Who is this and what role did he play in increasing the size of the United States as a country? (*President Jefferson wanted to purchase the city of New Orleans from the country of France so that Americans could continue to use the Mississippi River for travel and trade.*)

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Image Cards 1–5, 7–9



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading/Viewing Closely

Beginning

Prompt and support students to recall words and phrases related to Daniel Boone, Native Americans, Thomas Jefferson, and the Louisiana Purchase.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to Daniel Boone, Native Americans, Thomas Jefferson, and the Louisiana Purchase.

Advanced/Advanced High

Provide minimal support in eliciting key details related to Daniel Boone, Native Americans, Thomas Jefferson, and the Louisiana Purchase.

ELPS 4.G; ELPS 4.I

- Point to and have students identify the Mississippi River and the Rocky Mountains on the map.
- Point to the land area between the Mississippi and the Rocky Mountains, and ask students what this area was called at the time Jefferson was president. (*the Louisiana Territory*)



Check for Understanding

Recall: How did the United States get the Louisiana Territory?
(*When Monroe met with Napoleon about buying the city of New Orleans, Napoleon also wanted to sell the Louisiana Territory to the United States. So the United States bought the city of New Orleans and the Louisiana Territory.*)

- Ask students to direct you where to place Image Card 9 (the Louisiana Purchase) on the timeline. (*after Image Card 8 [Thomas Jefferson]*)
- Tell students that not many people in the United States knew what was in the Louisiana Territory, just like not many people knew much about the land between the Appalachian Mountains and the Mississippi River before Daniel Boone went exploring there.

Lesson 5: Lewis and Clark

Read-Aloud



Reading: Students will explain the reasons that Lewis and Clark went on their expedition.

TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *brave*.

TEKS 1.3.B; TEKS 1.7.F

PURPOSE FOR LISTENING

- Tell students to listen to find out who will explore the Louisiana Territory and what their tasks will be.

“LEWIS AND CLARK” (15 MIN.)



Show Image 5A-1: Map of the Louisiana Purchase

We learned last time about the Louisiana Purchase, when the United States government purchased the Louisiana Territory from France. Once the purchase of the Louisiana Territory was complete, President Thomas Jefferson wanted to send explorers to make maps of this new land and learn more about it.



Show Image 5A-2: Jefferson musing on the possibilities

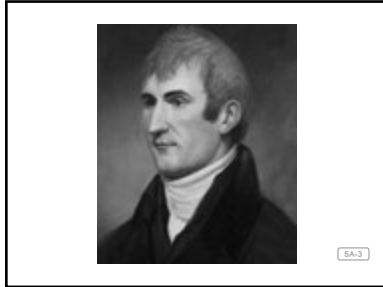
Thinking about the Louisiana Territory, Jefferson wondered, “Is it possible that there are tigers or elephants living out there in those unexplored western lands? No one has explored enough to really know. Perhaps there are plants whose leaves could be used

as medicines to help sick people, or which would be delicious to eat. My Native American friends who live there have brought me a few plants to study, but I am sure there must be more plants and animals which even they have not seen.”

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

Jefferson prepared to send explorers into the Louisiana Territory.

"I need the leader of these explorers to be someone I can trust, someone very **brave** and very smart." *A brave person is someone who shows courage and is not afraid to do something, even if it may be dangerous or frightening.*



Show Image 5A-3: Meriwether Lewis

President Jefferson suddenly smiled. "Why, I know just the person for the job."

He sat down and wrote a letter to his former assistant, *or helper* a man named Meriwether Lewis. Jefferson asked Meriwether Lewis if he would lead the team of explorers.



Show Image 5A-4: Lewis and Clark's projected path [Share that the path they planned to take is in red.]

Jefferson had three reasons for wanting Lewis to explore the Louisiana Territory. [Point out the different landmarks on the map as you talk about them.]

Jefferson wrote to Lewis, "First, I want you to find out if there is an all-water route to the Pacific Ocean. Travel the Missouri River, which branches out to the west from the Mississippi River. The two big rivers meet at St. Louis, so you could start the trip along the Missouri from there. Perhaps the Missouri River flows all the way to the Pacific Ocean, or if it does not, maybe it connects to other rivers that do reach the Pacific Ocean. You can find out for us. Second, you can collect samples of plants and animals so that we will know what grows well in the lands we have just added to our nation. Third, you must also become friends with the Native Americans you meet. You will want to bring along presents for them so they will know you come to offer peace."

Challenge

Ask students to explain why it was important that Lewis and Clark make sure Native Americans knew they came to offer peace.



Check for Understanding

Use Evidence: What were the three reasons Jefferson wanted Lewis and Clark to explore the Louisiana Territory. [You may wish to make a list on the board or chart paper.] (*find out if there is an all-water route to the Pacific Ocean; collect samples of plants and animals; become friends with Native Americans*)



Show Image 5A-5: Lewis writing to Jefferson

When Meriwether Lewis received the president's letter, he was very excited. However, he was a thoughtful man. He wrote back, "I am very honored that you have asked me to do this, Mr. President, and I will do my very best for you and for our nation. With your permission, however, I will ask a friend of mine, William Clark, to help me with these tasks.



Show Image 5A-6: William Clark *This is William Clark, Meriwether Lewis's friend.*

"William Clark and I became great friends when we served together in the army. He and I work well together. Clark is very good at drawing maps, identifying plants and animals, and he has a lot of experience with Native Americans. I would feel much more certain

that we could do the things you ask if William Clark could accompany me as co-captain." *A co-captain is someone who shares responsibility as captain or leader with someone else. Lewis wanted to share the job of captain with Clark.* President Jefferson agreed.

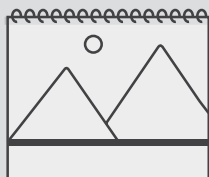
Support

The prefix *co-* means together or with. The word *co-captain* means captains together or captain with someone else at the same time.



Show Image 5A-7: Lewis and Clark preparing for the journey

As Lewis and Clark prepared to start on their journey, they did not know that the dangers and wonders they were about to face together would make their friendship even stronger. *What dangers and wonders do you think Lewis and Clark may find?*



Selecting Language Resources

Beginning

Provide students with an oral word bank (e.g., *new territory, unknown, wilderness, animals, weather*).

Intermediate

Provide students with a specific sentence frame (e.g., "Jefferson might have wanted someone brave to explore the Louisiana Territory because . . .").

Advanced/Advanced High

Encourage students to use more detailed sentences (e.g., "Americans did not know what was in the Louisiana Territory and Jefferson might have wanted someone brave to explore it because it was impossible to know what was there and how dangerous an area it was.").

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 5A-1: Map of the Louisiana Purchase

- Literal.** Point to the Louisiana Territory on the map. (*Students should point to the land between the Mississippi River and the Rocky Mountains.*)
- Inferential.** Why did Thomas Jefferson want someone to explore the Louisiana Territory? (*in order to learn more about it.*)
 - Literal.** Who would explore the Louisiana Territory for Jefferson? (*Lewis and Clark*)
- Literal.** [Reread or paraphrase the paragraph in which Jefferson explains the three tasks to Lewis.] What were the three things that Jefferson wanted Lewis to do on his trip? (*Jefferson wanted Lewis to find an all-water route to the Pacific Ocean, collect samples of plants and animals, and make friends with Native Americans.*)
- Evaluative.** Why were these three tasks important to the United States? (*Answers may vary, but might include they would help build the new country.*)

WORD WORK: BRAVE (5 MIN.)

- In the Read-Aloud you heard Jefferson say, "I need the leader of these explorers to be someone I can trust, someone very brave and very smart."
- Say the word *brave* with me.
- When someone is brave, it means they show courage and are not afraid to do something even if it may be dangerous or frightening.
- Tanya was brave when she decided to learn to swim, even though she was afraid of the water.
- Can you think of a time when you or someone you know was brave? Try to use the word *brave* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was brave when . . ."]
- What's the word we've been talking about?

Use a Discussion activity for follow-up. Talk with your partner about why Jefferson might have wanted someone brave to explore the Louisiana Territory. Be sure to use the word *brave* and answer in complete sentences.



ENGLISH
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Writing

Writing

Provide a sentence frame (e.g., "On my route to school . . .")

Beginning

Allow students to dictate sentences to an adult to be recorded.

Intermediate

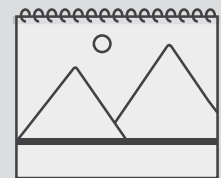
Allow students to dictate sentences when necessary.

Advanced/Advanced High

Have students write independently.

ELPS 2.C; ELPS 5.B

Flip Book 5A-4



Challenge

Have students write more than three sentences about their route to school.

Support

Have students dictate sentences about their route to school.

Lesson 5: Lewis and Clark

Application



Language: Students will demonstrate understanding of the Tier 3 word *route*.

TEKS 1.3.B; TEKS 1.6.E

VOCABULARY INSTRUCTIONAL ACTIVITY: ROUTE (15 MIN.)

- Tell students in today's Read-Aloud they heard, "'First, I want you to find out if there is an all-water route to the Pacific Ocean.'"
- Have students say the word *route* with you.
- Explain that a route is a way to get from one place to another place.
- Explain that one of the tasks Jefferson wanted Lewis and Clark to complete was to find an all-water route, or an all-water way, to get from the Louisiana Territory to the Pacific Ocean.

Show Image 5A-4: Lewis and Clark's projected path

- Explain that this image shows a map of Lewis and Clark's planned route to the Pacific Ocean, or the way they planned to go to get to the Pacific Ocean.



Check for Understanding

Recall: What route did Daniel Boone create? (*the Wilderness Road, which was a route across the Appalachian Mountains; people could get from the East Coast to the west*)

- Have students think about the route they take to get to school. Ask students if they walk, take a subway or bus, ride in a car, or get to school some other way.
- Have students draw a map that shows where they live and where the school is.
- On the map, have students draw a red line that shows the route they take to get from home to school.
- On the back of the map, have students write 1–3 sentences about some things they see on their route to school.

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

- Have students discuss their route to school with a partner.

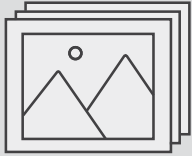
TIMELINE (5 MIN.)

Show Image Card 10 (Lewis and Clark)

- Ask students what they remember about Lewis and Clark. (*Answers may vary, but may include: Lewis was a former assistant to Jefferson; Lewis asked Jefferson if Clark could join him as co-captain; Jefferson gave them three tasks to complete.*)
- Ask students to direct you where to place Image Card 10 on the timeline. (*after Image Card 9 [The Louisiana Purchase]*)
- Explain that Image Card 10 (Lewis and Clark) goes after Image Card 9 (The Louisiana Purchase) to help them remember that Lewis and Clark's journey happened after President Jefferson purchased the Louisiana Territory for the United States.

End of Lesson

Image Cards
1–5, 7–10



FRONTIER EXPLORERS

Lewis and Clark: The Journey Begins

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify what Lewis and Clark's three tasks were.

 **TEKS 1.1.D**

Reading

Students will describe the beginning of Lewis and Clark's expedition.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 3 word *expedition*.

 **TEKS 1.3.B; TEKS 1.7.F**

Reading

Students will act out Lewis and Clark's final preparations and the day they set out for their expedition.


 **TEKS 1.1.D; TEKS 1.7.B; TEKS 1.7.E**

FORMATIVE ASSESSMENT

Exit Pass

Important Skills Students will identify skills that Lewis and Clark thought would be important for members of the Corps of Discovery to have for this expedition.

 **TEKS 1.7.B**

 **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group/ Small Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 11–13
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 5A-4, 6A-1–6A-6
“Lewis and Clark: The Journey Begins”			
Comprehension Questions			
Word Work: <i>Expedition</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
On Stage	Whole Group	20 min.	<input type="checkbox"/> various props <input type="checkbox"/> index cards

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into three groups.

Application

- Gather props needed to act out the events in the Read-Aloud, such as clothing, supplies, and something to serve as a pirogue and/or keelboat.

Note to Teacher

This Read-Aloud is shorter than usual. You may wish to make the Read-Aloud more interactive by having students create a flyer to find people to join Lewis and Clark on their expedition. In addition, you may wish to have students write about and draw the kinds of tools and supplies Lewis and Clark might need on their journey.

Universal Access

- You may wish to gather images of animals skins favored by woodsmen, pirogues, and keelboats to share with students.

CORE VOCABULARY

communicate, v. to share thoughts with others

Example: When Imani had a very sore throat and couldn't talk, she used pictures to communicate with others.

Variation(s): communicates, communicated, communicating

corps, n. a group of people working together

Example: The corps of engineers repaired the damage to the large dam.

Variation(s): none

diary, n. a book or journal for writing down personal thoughts and experiences

Example: Joy wrote about her day in her diary.

Variation(s): diaries

expedition, n. a group of people traveling together for a special reason, such as exploring

Example: The class organized an expedition into the woods to observe the birds.

Variation(s): expeditions

Vocabulary Chart for "Lewis and Clark: The Journey Begins"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	expedition (<i>expedición</i>)	communicate (<i>comunicar</i>) corps diary (<i>diario</i>)	
Multiple Meaning			
Sayings and Phrases			

Lesson 6: Lewis and Clark: The Journey Begins



Introducing the Read-Aloud

Speaking and Listening: Students will identify what Lewis and Clark's three tasks were.



TEKS 1.1.D

WHERE ARE WE?

- Have students locate the following on a U.S. map:
 - the Atlantic Ocean
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Pacific Ocean

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they heard that Lewis and Clark would be leading the exploration of the Louisiana Territory.
- Ask students why Jefferson wanted the United States to have control of the Mississippi River. (*At that time it was much easier to transport people and goods on a river than over land and he wanted to be sure Americans always had access to the Mississippi River.*)
- Divide students into three groups and give each group an Image Card. Tell students each Image Card relates to a task Lewis and Clark were given for their expedition.
- Have each group discuss their Image Card and then explain it to the whole class. Use the following as a guide:
 - Image Card 11: Make friends with Native Americans
 - Image Card 12: Find an all-water route to the Pacific Ocean
 - Image Card 13: Collect samples of plants and animals

Image Cards 11–13



TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.



Check for Understanding

Describe It: [Hold up each Image Card and ask students to describe the task pictured.] (*Image Card 11: Make friends with Native Americans; Image Card 12: Find an all-water route to the Pacific Ocean; Image Card 13: Collect samples of plants and animals*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Ask students if they think that Lewis and Clark explored the Louisiana Territory and completed their three tasks all by themselves. (*Answers may vary.*)
- Explain that Lewis and Clark gathered a group of people, known as the Corps of Discovery, to accompany and help them.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think Lewis and Clark explored/ did not explore by themselves.”).

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I think Lewis and Clark explored/ did not explore by themselves because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G; ELPS 4.J

Lesson 6: Lewis and Clark: The Journey Begins

Read-Aloud



Reading: Students will describe the beginning of Lewis and Clark's expedition.

✚ **TEKS 1.6.G**

Language: Students will demonstrate understanding of the Tier 3 word *expedition*.

✚ **TEKS 1.3.B; TEKS 1.7.F**

PURPOSE FOR LISTENING

- Tell students to listen to find out what kinds of people Lewis and Clark looked for to help them.

“LEWIS AND CLARK: THE JOURNEY BEGINS” (15 MIN.)



Show Image 6A-1: Lewis and Clark preparing for their journey

Before they began their exploration of the Louisiana Territory, Meriwether Lewis traveled to Indiana to join William Clark and gather their team of explorers. Lewis explained, “As I wrote in my letters, Will, because the United States government is paying for this

exploration, we will travel as members of the U.S. Army. I asked that we be made co-captains so we would have equal command over our men.”



Show Image 6A-2: Frontier town

Soon they traveled to the city of St. Louis, where the wide Missouri River flows into the even mightier Mississippi River. *[Point to these locations on a U.S. map.]* St. Louis was a frontier town. Its streets and stores bustled with hunters and trappers who had chosen to live far beyond the more settled cities of

the east. *Trappers are people who hunt and catch animals to use their fur for clothing and blankets.*

✚ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.



Show Image 6A-3: Part of Lewis and Clark's team

The two captains knew that it would take courage, intelligence, and skill to reach the Pacific, so they looked for people who knew how to survive *or stay alive* in forests and on rivers and mountains. These people would need to know how to hunt and fish for food

and build shelters in which they could stay warm, dry, and safe. *There were no houses or hotels in the Louisiana Territory, so people had to be able to make their own shelters to sleep in.* Some were Americans who had grown up in Virginia or Pennsylvania, and who had later moved farther west to live in Kentucky. Others were Canadians, from the country north of the United States, who spoke French as well as English. *[Show students each location on a map.]* The two captains finally put together a team of trusty men who were daring and brave enough for the **expedition**. *An expedition is a group of people traveling together for some special reason, such as exploring.*



Show Image 6A-4: George Drouillard

Among the men who joined Lewis and Clark's group, one man stood out. He appeared before them one day dressed half in manufactured clothing and half in the animal skins favored by woodsmen. "I am George Drouillard [*/droo*yar/*]," he told them. "I hear you are going all the way to the Pacific. Ask the others

you have already hired about me. They all know me. I speak French, English, and some Native American languages, so I can help you **communicate** with your men and with many native people you meet. *To communicate means to share your thoughts with others. Speaking is one way of communicating.* I also know the hand sign languages used by Native Americans who live out on the great western plains. When different tribes meet, they use this sign language, since their spoken languages are not all the same. *Sign language is another way of communicating, by using your hands.* I can ask them about the country ahead, and help them understand that you have come in peace."

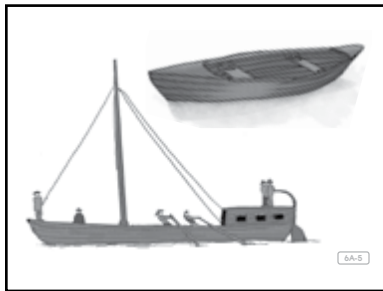
Support

Manufactured clothing means clothing made using fabric, like cotton or wool. Woodsmen often liked wearing animal skins for clothing, which came directly from the animals they hunted.



Check for Understanding

Think-Pair-Share: Do you think George Drouillard would be helpful during the expedition? Why or why not? [Call on student pairs to share their answers.] *(Answers may vary, but may include: yes, he will be helpful because he knows many spoken languages and some Native American sign languages and can help the group communicate with others; his clothing of animal skins implies he is a woodsman and likely knows how to survive in the wilderness; he says the men already hired can vouch for him as a good person to have along.)*



Show Image 6A-5: Pirogue and keelboat

Lewis and Clark had to gather supplies as well as people. They were going to need to take a lot of things with them on their trip.

They purchased some long, narrow canoes called “pirogues” [/pee*roegz/], and one larger, wider boat called a keelboat. *[Point to the pirogue and the keelboat in the picture.]* On

the deck of the keelboat stood a little cabin that held supplies.

Riders in the pirogues moved their narrow boats forward using canoe paddles, but the keelboat had a sail. Moving the keelboat was slower and more difficult than moving a pirogue. When a strong enough wind was behind the riders, it pushed the keelboat along, but if there was no wind, the men had to take turns pushing and pulling it with poles and ropes.



Show Image 6A-6: Setting out

On Monday, May 14, 1804, the explorers were ready. They called themselves the **Corps** [/kor/] of *Discovery*. *A corps is a group of people working together.* Now they would leave St. Louis and travel west along the Missouri, as President Jefferson had requested. As one of them, Private John Whitehouse, wrote in his

diary that day, “We . . . hoisted [our] sail, and set out in high spirits for the western expedition.” *A diary is a book or journal for writing down personal thoughts and experiences.* At last they were on their way.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** Imagine you were going with Lewis and Clark as part of the Corps of Discovery and you wouldn’t be home for many months. What kinds of things do you think you would need to take with you? (*Answers may vary, but may include: food; water; clothes; tools, for such things as building shelters, hunting, and cutting down bushes and trees; supplies, for such things as gathering samples of plants and animals, staying protected from the weather; etc.*)
2. **Inferential.** The people that Lewis and Clark chose to take with them on their trip had many different skills. Name a few of their skills. (*Some of the skills were survival skills, such as knowing how to hunt, fish, and build shelters, as well as language skills, such as the ability to speak many languages.*) Why were these skills important? (*The people on the expedition would have to find their own food, build their own shelters, and talk with Native Americans.*)

Show Image 5A-4: Lewis and Clark’s projected path

3. **Literal.** Where did Lewis and Clark begin their journey? (*Lewis and Clark began their journey in the city of St. Louis on the Missouri River.*)
4. **Inferential.** Why did the Corps of Discovery travel up the river instead of on foot? (*It was easier to travel and transport things on the river. There were no roads yet, so in order to travel you had to travel on foot or on a horse and cut down plants in your path. In addition, one of their tasks was to find an all-water route to the Pacific Ocean.*)

Challenge

Ask students why a person might keep a diary on this expedition.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Would members of the Corps of Discovery need tools during their expedition?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The kinds of things you would need to take on this expedition might be . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

WORD WORK: EXPEDITION (5 MIN.)

1. In the Read-Aloud you heard, “[Lewis and Clark] finally put together a team of trusty men who were daring and brave enough for the expedition.”
2. Say the word *expedition* with me.
3. An expedition is a group of people traveling together for a specific purpose, like exploring. Often an expedition goes on an adventurous journey.
4. The brothers decided to join an expedition to climb to the top of the tallest mountain.
5. What kind of expedition would you want to join? [Ask two or three students. If necessary, guide and/or rephrase students' responses: “I would want to join an expedition to _____ because . . .”]
6. What's the word we've been talking about?

Use a Discussion activity for follow-up. With a partner, talk about what kind of expedition you would want to join. Where would you go? Why would you go there? What would you hope to learn about? Be sure to use the word *expedition* and answer in complete sentences.



Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think the Corps of Discovery will find new animals.”).

Intermediate

Provide students with sentence frames using an expanded sets of learned phrases (e.g., “I think the Corps of Discovery will find . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G; ELPS 4.J

Support

Have students dictate the important skills to an adult to be recorded.

Challenge

Have students write complete sentences identifying the important skills.

Lesson 6: Lewis and Clark: The Journey Begins

Application



Reading: Students will act out Lewis and Clark’s final preparations and the day they set out for their expedition.

TEKS 1.1.D; TEKS 1.7.B; TEKS 1.7.E

ON STAGE

- Tell students that you are going to read “Lewis and Clark: The Journey Begins” aloud again, and students will act out the events in it.
- Ask students what characters will be needed. (*Lewis, Clark, members of the Corps of Discovery, George Drouillard*)
- Then, designate students to be the various characters. You may include additional woodsmen as characters, or have several students act as Lewis and Clark to increase active participation.
- Ask students what settings will be needed. (*Indiana, where Lewis met up with Clark; St. Louis, with bustling streets and stores; a keelboat on the Missouri River*)
- Designate locations in the classroom for the various settings.
- Encourage “characters” to listen carefully to know what actions to use, such as George Drouillard approaching Lewis and Clark. Also, talk about using facial expressions to show how the characters are feeling, such as the excitement they felt when they finally started the journey.
- You may also have the characters create some of their own dialogue that goes along with the events. Encourage students to use the vocabulary learned in this lesson, and from previous lessons, in their dialogue whenever possible.
- At the end, have students predict what the Corps of Discovery might find on this expedition.



Exit Pass

On an index card, write down at least two skills that Lewis and Clark thought were important for people to have for this expedition.

End of Lesson

TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

7

FRONTIER EXPLORERS

Discovery and Danger on the Prairie

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will explain how Lewis and Clark prepared for their expedition.

 **TEKS 1.1.C**

Reading

Students will describe Lewis and Clark's encounters with Native Americans.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *honored*.

 **TEKS 1.3.B; TEKS 1.7.F**

Reading

With assistance, students will record information about the tasks Lewis and Clark have accomplished.


 **TEKS 1.7.E**

FORMATIVE ASSESSMENT

Activity Page 7.1

Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.7.E**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 11–13
What Have We Already Learned?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Cards 17, 18 <input type="checkbox"/> Flip Book: 7A-1–7A-12
“Discovery and Danger on the Prairie”			
Comprehension Questions			
Word Work: <i>Honored</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Tracking Lewis and Clark	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 3.1, 7.1 <input type="checkbox"/> drawing tools <input type="checkbox"/> Image Cards 11–13 <input type="checkbox"/> Three Tasks Chart (Digital Components)
Three Tasks			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Application

- Be sure you have students' copies of Activity Page 3.1 ready to hand back to them for use in this lesson.

- Prepare a Three Tasks Chart to record information about the tasks Lewis and Clark were given. Create a 3-column chart on the board or chart paper. Label the first column “Make friends with Native Americans”; the second column with “Find an all-water route to the Pacific Ocean”; and the third column “Collect samples of plants and animals.” Alternatively, you may access a digital version in the digital components for the domain.

Universal Access

- You may wish to gather images of prairies in North America and the plants and animals that live there to share with students;

CORE VOCABULARY

guided, v. led

Example: The dog guided the lost children back to their home.

Variation(s): guide, guides, guiding

honored, v. admired and respected

Example: The kind man was honored at a special ceremony for his generosity to the school.

Variation(s): honor, honors, honoring

prairie, n. a large, flat area of land covered in grass

Example: The grass on the prairie waved as the wind blew.

Variation(s): prairies

Vocabulary Chart for “Discovery and Danger on the Prairie”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	prairie (<i>pradera</i>)	guided (<i>guió</i>) honored	
Multiple Meaning			
Sayings and Phrases	as far as the eye can see at once prepare arms not a second before still lay ahead		

Lesson 7: Discovery and Danger on the Prairie

Introducing the Read-Aloud



Speaking and Listening: Students will explain how Lewis and Clark prepared for their expedition.

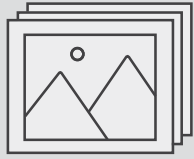
**TEKS 1.1.C****WHERE ARE WE? (5 MIN.)**

- Help students locate the following on a U.S. map:
 - the Atlantic Ocean
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Louisiana Purchase
 - the Missouri River
 - the Pacific Ocean
- Explain that today's Read-Aloud takes place in a part of the United States that we now call the Great Plains.
- Point out the Great Plains to students. (*The Great Plains is made up of Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming.*)



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Image Card 11–13



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Did Jefferson want Lewis and Clark to find an all-water route to the Atlantic Ocean?”).

Intermediate

Provide students with a specific sentence frame (e.g., “One task Lewis and Clark were asked to accomplish was . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that while not a lot of pioneer families who lived in the United States had traveled into the Louisiana Territory, many Native Americans had already been living there for a very long time.
- Use Image Cards 11–13 to review the three tasks Lewis and Clark were asked to accomplish on their expedition. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)
- Tell students that in today’s Read-Aloud, Lewis and Clark will have an opportunity to accomplish two of their three tasks.



Check for Understanding

Recall: What did Lewis and Clark do to prepare for their expedition? (*They recruited skilled men to be part of their Corps of Discovery and they gathered supplies they would need, like special boats and tools.*)

Lesson 7: Discovery and Danger on the Prairie

Read-Aloud



Reading: Students will describe Lewis and Clark's encounters with Native Americans.

TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *honored*.

TEKS 1.3.B; TEKS 1.7.F

PURPOSE FOR LISTENING

- Tell students to listen to find out which two tasks Lewis and Clark will have an opportunity to accomplish and whether or not they will be successful.

“DISCOVERY AND DANGER ON THE PRAIRIE” (15 MIN.)



Show Image 7A-1: Clark and the Great Plains

On July 19, 1804, William Clark found himself at the edge of an ocean. It was not the Pacific Ocean, the vast sea to the west that Clark and his friends hoped to reach. In fact, it was not an ocean of water at all. It was a large, flat area of land covered in grass called a **prairie**.

A prairie is also called a grassland. [Talk with students about the grassland habitat they learned about in the Animals and Habitats domain, the savanna.] A prairie goes on as far as the eye can see, just like the ocean. So the prairie looked like an ocean because it went on as far as the eye could see, just like an ocean seems to do when you look at it.

Clark was out hunting for the expedition and spotted some elk tracks, which he followed up a hill. He later described what he found at the top. “I came suddenly into an open and boundless prairie. I could not see [the edges] in any direction. This . . . was so sudden and entertaining that I forgot the [elk I had been following].” Clark had reached the eastern edge of what today we call “The Great Plains.” Wild grass as high as Clark’s knees stretched out and blew gently in the wind, interrupted every so often by a hill or a grove of trees. That sea of grass stretched all the way to the distant Rocky Mountains,

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

which it would take the Corps of Discovery weeks more to reach. *[Remind students that the Corps of Discovery was the group of people who were traveling with Lewis and Clark.]*



Show Image 7A-2: Pronghorn antelope

During those weeks, the explorers saw many plants and animals new to them. Meriwether Lewis was especially fascinated by *or very interested in* the pronghorn antelope, called pronghorns for short. He tried to get close enough to draw pictures of them, but the pronghorns always ran away. Pronghorns

have incredibly sharp eyesight and a strong sense of smell to warn them of approaching danger. When Lewis finally came close to a pronghorn and got a good look at the long, curved horns that give the animal its name, he wrote, “The speed of this animal is equal, if not superior, to that of the finest [racing horse.] [The pronghorn] is my favorite of all the animals we have encountered so far.”



Show Image 7A-3: Prairie dog

The explorers were also astonished by the prairie dog, a tiny rodent. These little creatures, related to squirrels, lived together by the thousands in what the men came to call “prairie dog towns.” The prairie dog towns consisted of underground tunnels that sometimes stretched out for miles across

the flat plains. “We have to catch one of these to send back to President Jefferson,” William Clark declared. But catching a prairie dog was not so easy. One prairie dog, standing guard above its hole in the ground, saw the men coming and chirped a high pitched warning. Instantly, all the creatures dived down into the ground. The men dug down after them but found that the tunnels went down more than six feet below the surface, spreading out in all directions with emergency exits to escape their many predators—hawks, coyotes, and snakes—all of whom considered prairie dogs to be delicious snacks. Clark wrote down their findings about the prairie dog and pronghorn antelope in his journal.

Support

Remind students that in *Animals and Habitats*, they learned that predators are animals that hunt and kill other animals.



Show Image 7A-4: With the Yankton Sioux

Still following the Missouri River across the prairie, the expedition moved on. Soon they began to meet new tribes of Native Americans. Most were friendly and welcoming, especially one tribe called the Yankton Sioux [/soo/].

A few of the Yanktons **guided** or **led** the travelers for a few days, but then said, “You are coming to the land of the Teton [/tee*ton/] Sioux. We will not be able to guide you any longer.”



Show Image 7A-5: Teton Sioux

Lewis and Clark had already heard about the Teton Sioux. President Jefferson wanted them to become friends with the Teton Sioux. However, the Teton Sioux were not interested in trade with the settlers and did not want to allow Lewis and Clark on their land.



Show Image 7A-6: Stealing a horse

One September afternoon, John Colter, one of the expedition’s best hunters, was following the tracks of an animal. Colter dismounted from or **got off** his horse to look more closely. Some Teton Sioux, hiding among the nearby trees on their own horses, shouted and rushed forward, riding off with Colter’s horse. Colter

walked back to the river and reported to Lewis and Clark what had happened. Minutes later, five Teton Sioux appeared on the shore calling out to talk to Lewis and Clark. Captain Clark answered, “We will not speak with you until our horse is returned.”



Show Image 7A-7: Confrontation

Minutes later, more than two hundred Teton warriors, all armed with bows and arrows, rode out from the trees and spread out along the riverbank. **Warriors are people who fight in a battle. The Teton Sioux were prepared to fight to protect their land.**

Challenge

Ask students to explain how the Yankton Sioux felt about Lewis and Clark and the Corps of Discovery compared to the Teton Sioux.

Captain Lewis remembered that President Jefferson wanted them to be friends with the Teton Sioux. He quietly ordered, “Stop the boats and hold them steady here in the middle of the river.” Clark, smiling, called, “We come as friends from our great chief.” The chief that Clark was talking about was President Jefferson. “We invite your chiefs to come and see our great boat.”



Show Image 7A-8: Giving gifts

Clark ordered a few sailors to row him to shore in a pirogue, and after greeting the three main chiefs, Clark brought two of them aboard the keelboat. There he and Lewis were friendly to the Teton Sioux and gave them gifts. Then Clark and the oarsmen took the chiefs back to the shore. [Point to the oarsman in the picture.]



Show Image 7A-9: Taking the leaders back to shore [Point to the boat in the picture.]

Meanwhile, Captain Lewis stood ready on the keelboat's bow, and his soldiers kept rifles in their hands or right by their sides in case of trouble. Everything seemed to be going well until suddenly one chief shouted, “Your gifts are not good enough. You may not return

to your big boat until you give us better gifts.” Sioux warriors grabbed the pirogue's rope and held it securely.



Show Image 7A-10: Clark's bluff

Clark knew that the Teton Sioux honored courage. *The Teton Sioux admired and respected people who acted bravely.* If he showed any sign of weakness at this moment, the Tetons might attack. Even if there were no fight, any chance of a strong friendship with the Tetons could disappear. Clark whipped his

sword out, and holding it high, firmly demanded, “Release our boat *at once!*”

Back on the keelboat, Lewis ordered his men, “Prepare arms! Only on my order may you fire, and *not a second* before.” Instantly, the soldiers raised

their rifles. In answer, the Tetons raised their bows and set arrows, ready to shoot at the Corps of Discovery.

No one moved. The silence stretched out for a long, tense moment. Then a Sioux chief told the warriors holding the rope, “Let go.” They obeyed. Clark told his oarsmen, “Return to the keelboat.”

One of his men asked quietly, “Without you, sir?”

“I gave you an order,” Clark said in a voice that sounded much calmer than he actually felt.



Show Image 7A-11: Clark surrounded

As the pirogue pushed off from the riverbank, Teton warriors surrounded Clark. Lewis could see only his friend's hat over the shoulders of the Sioux. Lewis gave orders, and as the pirogue reached the keelboat, a number of armed soldiers got into the pirogue and started back for Clark. But then, suddenly, the Tetons moved away from Clark.

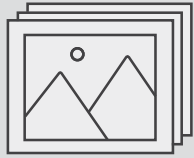


Show Image 7A-12: Truce at last

Clark's bravery had impressed the Tetons. The Tetons thought that Clark was brave because he stood up to them. They smiled in friendship and invited the members of the expedition to their village. The explorers accepted the invitation. The Corps of Discovery had survived a dangerous situation. What they did not know

was that even greater dangers, and even greater victories, still lay ahead.

Image Cards 17, 18



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Were both the Yankton and Teton Sioux tribes friendly to Lewis and Clark and the Corps or Discovery?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The Yankton Sioux . . . but the Teton Sioux . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the area called where today’s Read-Aloud took place? (*the Great Plains.*)
 - **Literal.** What animals did Lewis and Clark encounter? (*prairie dogs and pronghorn antelope*)
 - **Literal.** Before Lewis and Clark’s explorations, pioneer families living in the United States had not explored or settled the Louisiana Territory. Who had been living on that land for thousands of years? (*Many Native American tribes had lived there for a long time.*)

Show Image Card 17 (Yankton Sioux) and Image Card 18 (Teton Sioux)

2. **Evaluative.** In the Read-Aloud, Lewis and Clark met two different Native American tribes, the Yankton Sioux and the Teton Sioux. How were their meetings with the two tribes different? How were they the same? (*The Yankton Sioux were friendly and guided the corps for several days, but the Teton Sioux were not friendly. The Teton Sioux were prepared to fight the corps. Eventually, both became friends with Lewis and Clark.*)
3. **Literal.** Which of President Jefferson’s tasks did Lewis and Clark accomplish in the Read-Aloud? (*Lewis and Clark accomplished two tasks: making friends with Native Americans and encountering, but only making notes about rather than collecting, new animals and plants.*)



Check for Understanding

Think-Pair-Share: The title of this Read-Aloud is “Discovery and Danger on the Prairie.” What do you think was discovered that was new to Lewis and Clark and what was dangerous in this Read-Aloud? (*Answers may vary, but should include Lewis and Clark encountered a new landscape, the prairie; they encountered new animals, prairie dogs and pronghorn antelopes; and they were in a dangerous situation with the Teton Sioux who were ready to fight them.*)

WORD WORK: HONORED (5 MIN.)

1. In the Read-Aloud you heard, “Clark knew that the Teton Sioux honored courage.”
2. Say the word *honored* with me.
3. What is the root word of *honored*? (*honor*) When you honor something, you respect or admire it. The Native Americans in the Read-Aloud honored courage, meaning they respected and admired people with courage.
4. I honor people who are kind.
5. What kind of people do you honor? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I honor people who are _____.”]
6. What’s the word we’ve been talking about?

Use a Discussion activity for follow-up. With a partner, talk about what actions or characteristics of a person would make you honor that person. Do you honor kindness or determination? Do you honor different characteristics or actions? Be sure to use the word *honor* and answer in complete sentences.

Lesson 7: Discovery and Danger on the Prairie

Application



Reading: With assistance, students will record information about the tasks Lewis and Clark have accomplished.



TEKS 1.7.E

TRACKING LEWIS AND CLARK (10 MIN.)

- Hand back Activity Page 3.1. Remind students they used this activity page to identify the Mississippi River, the mouth of the Mississippi River, the Louisiana Territory, and the Rocky Mountains.
- Explain that over the next few days, students will track Lewis and Clark's progress toward the Pacific Ocean.
- Have students identify and color the Pacific Ocean blue on their maps.
- Remind students that Lewis and Clark started their journey in the town of St. Louis.
- Have students color in the dot that represents St. Louis on their maps.
- Ask students where today's Read-Aloud took place. (*the Great Plains*) Identify the area on the map that represents the Great Plains.
- Have students make another dot that represents where today's Read-Aloud took place.
- Circulate around the room to ensure that students make a dot on a part of the Missouri River that is in the Great Plains.

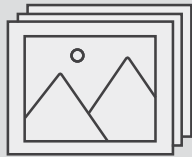
THREE TASKS (10 MIN.)

- Remind students that Jefferson gave Lewis and Clark three tasks to accomplish on their expedition.
- Use Image Cards 11–13 to review these tasks. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)
- Have students turn to Activity Page 7.1. Also direct their attention to the Three Tasks Chart you prepared in advance.

Activity Page 3.1



Image Cards 11–13



Activity Page 7.1



TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing.

- Explain that your chart is the same as the chart on their activity page: it lists the three tasks Lewis and Clark were asked to accomplish.
- Explain that together, you will record information related to each task as Lewis and Clark travel on their expedition



Check for Understanding

Use Evidence: Which of President Jefferson's tasks did Lewis and Clark accomplish in the Read-Aloud? (*made friends with Native Americans; encountered and made notes about plants and animals*)

- Tell students first, you will record information about Native Americans on the chart.
- Ask students which Native American tribes Lewis and Clark and the Corps of Discovery became friends with. (*Yankton Sioux, Teton Sioux*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures. Be sure to leave room to add more information to the chart in later lessons and tell students to do the same.
- Next, ask students what new animals Lewis and Clark encountered. (*prairie dogs, pronghorn antelope*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures. Be sure to leave room to add more information to the chart in later lessons and tell students to do the same.
- Tell students just because Lewis and Clark accomplished two of the tasks in today's Read-Aloud doesn't mean they won't encounter more things related to each task as the expedition continues.
- Collect Activity Page 7.1 to assess and use in the next lesson.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading/Viewing Closely

Beginning

Prompt students to recall words and phrases related to the tasks accomplished.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to the tasks accomplished.

Advanced/Advanced High

Provide minimal support in eliciting key details related to the tasks accomplished.

ELPS 4.G; ELPS 4.I

Support

Have students work in pairs to record information on the chart.

Challenge

Have students write complete sentences to record information on the chart.

Take-Home Material

Activity Page 7.2



FAMILY LETTER

- Send home Activity Page 7.2.

FRONTIER EXPLORERS

Sacagawea

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.1.C**

Reading

Students will describe how Sacagawea came to be part of Lewis and Clark's expedition.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *protection*.

 **TEKS 1.3.B**

Reading

With assistance, students will record information about the tasks Lewis and Clark have accomplished.


 **TEKS 1.7.E**

FORMATIVE ASSESSMENT

Activity Page 7.1

Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.7.E**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 11–13
What Have We Already Learned?			
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 8A-1–8A-8
“Sacagawea”			
Comprehension Questions			
Word Work: <i>Protection</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Tracking Lewis and Clark	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 3.1, 7.1 <input type="checkbox"/> drawing tools <input type="checkbox"/> Image Cards 11–13 <input type="checkbox"/> Three Tasks Chart (Digital Components) <input type="checkbox"/> Poster 4M: Trunk (optional) (Flip Book)
Three Tasks			

ADVANCE PREPARATION

Read-Aloud

- Locate where the Knife River flows into the Missouri River on a U.S. map to point out for students during the Read-Aloud.

Application

- Be prepared to hand back student copies of Activity Page 7.1.

Universal Access

- You may wish to gather additional images of Sacagawea, black-billed magpies, and bison to share with students.

CORE VOCABULARY

permanent, adj. not changing

Example: The paint left a permanent stain on the carpet.

Variation(s): none

plunged, v. fell or dropped quickly

Example: The diver plunged into the pool.

Variation(s): plunge, plunges, plunging

protection, n. something that keeps you safe

Example: The hikers used sunscreen for protection against the sun’s rays.

Variation(s): none

translate, v. to change words from one language into another language

Example: The boy knew two languages and was able to translate from one to the other.

Variation(s): translates, translated, translating

Vocabulary Chart for “Sacagawea”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	translate	permanent (<i>permanente</i>) plunged protection (<i>protección</i>)	
Multiple Meaning			
Sayings and Phrases	a welcome addition		

Lesson 8: Sacagawea



Introducing the Read-Aloud

Speaking and Listening: Students will review the tasks Lewis and Clark have accomplished so far.



TEKS 1.1.C

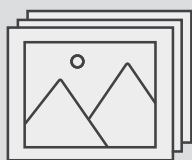
WHERE ARE WE? (5 MIN.)

- Help students locate the following on a U.S. map:
 - the Atlantic Ocean
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Louisiana Purchase
 - the Missouri River
 - the Pacific Ocean
- Explain that today's Read-Aloud takes place near the Rocky Mountains.

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Use Image Cards 11–13 to review the three tasks Lewis and Clark were asked to accomplish on their expedition. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)

Image Cards 11–13



Check for Understanding

Recall: What tasks have Lewis and Clark accomplished so far? (*made friends with Native Americans, Yankton Sioux and Teton Sioux; encountered and made notes about, but not collecting samples of, plants and animals, prairie dogs and pronghorn antelope*)



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

- Remind students that while not a lot of pioneer families who lived in the United States at that time had gone into the Louisiana Territory, Native Americans had lived there for a very long time.
- Ask students to describe the Corps of Discovery's encounter with the Teton Sioux and the Yankton Sioux. (*The Yankton Sioux were friendly and guided the corps for several days, but the Teton Sioux were not friendly. The Teton Sioux were prepared to fight the corps. Eventually, both became friends with Lewis and Clark.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Ask students why they think Lewis and Clark needed people who could speak other languages. (*Answers may vary.*)
- Explain that Lewis and Clark needed to be able to communicate with Native American tribes, each of which spoke their own language.
- Explain that someone like George Drouillard is called a translator. A translator is someone who is able to say the same thing in more than one language; he can listen to what someone says in one language and then repeat it in a completely different language.
- Share the following example of what a translator does with students:
 - Lewis understood and spoke only English.
 - If he wanted to talk to someone who spoke only French, not English, he needed the help of someone who understood and spoke both French and English, like George Drouillard.
 - Lewis might first say something in English, and then George would say what Lewis had said in French so the other person could understand.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading/Viewing Closely

Beginning

Prompt students to recall words and phrases related to the Yankton Sioux and Teton Sioux and their interactions with the Corps of Discovery.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to the Yankton Sioux and Teton Sioux and their interactions with the Corps of Discovery.

Advanced/Advanced High

Provide minimal support in eliciting key details related to the Yankton Sioux and Teton Sioux and their interactions with the Corps of Discovery.

ELPS 4.G; ELPS 4.I

Lesson 8: Sacagawea

Read-Aloud



Reading: Students will describe how Sacagawea came to be part of Lewis and Clark's expedition.



TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *protection*.



TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen to find out where Lewis and Clark spent the winter and who they decided to hire as a guide and translator.

"SACAGAWEA" (15 MIN.)



Show Image 8A-1: Approaching winter

As autumn approached, Lewis and Clark were in a hurry. They knew the Rocky Mountains lay ahead, and they hoped to spend the winter there among the Mandan and Hidatsa [/hi*dot*sə/]. *The Mandan and Hidatsa are two Native American tribes who had been friendly to Lewis and Clark.* However, it was

already so cold that the river was freezing into ice, and when the river froze, it was impossible to travel up the river in their boats.



Show Image 8A-2: Mandan village

Where the Knife River flows into the Missouri, Lewis and Clark found five villages of Hidatsa and Mandan Native Americans. *[Point out where the Knife River flows into the Missouri River on a U.S. map.]* Like other Native Americans living on the plains, these people hunted bison—also known as buffalo—from

horseback. They also lived in **permanent** earth lodges and farmed the land



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

around their homes. *This means they had shelters that they did not move, unlike nomads who moved their shelters with them.* Four or five families shared each lodge, and even the horses spent bad weather days inside, in a roped-off space just inside the entrance.

The Mandans especially welcomed the travelers from the east, because they were used to visitors. Other Native American tribes and trappers came to the Mandan area to share news and to buy and sell furs from beavers, bear, elk, or bison.



Show Image 8A-3: Fort walls

Across the river from one of the Mandan villages, the explorers built a wooden house and surrounded it with log walls eighteen feet high for **protection**. *They made the high log walls to keep them safe.* The men of the Corps of Discovery called their winter home “Fort Mandan,” named after the Mandan Native Americans.



Show Image 8A-4: Wintertime troubles

They dragged the pirogues onto the riverbank, but before they could move the keelboat, the river froze around it. It took three weeks to chop the keelboat out of the ice. *When the river froze, it froze around the boat, and the keelboat became stuck in the ice.*

They had other worries, too. Lewis told Clark, “We are eating so much food that we will run out before the winter is over, and in this terrible weather, it is getting harder to hunt.”



Show Image 8A-5: Mandan interactions

Thankfully, the Mandans appeared one day to tell them, “We have found a herd of bison nearby. Come hunting with us. We have brought horses for you to ride.” The result was more food and warm blankets made from bison hides. As the winter nights grew long and temperatures **plunged** *or fell or*

Challenge

Ask students if they think Lewis and Clark’s Corps of Discovery and Native Americans treated each other fairly.

Support

A journal is similar to a diary, meaning it is a book for writing down personal thoughts and experiences.

dropped quickly to thirty, even forty, degrees below zero, the explorers also traded with the Mandan for food. In return for the food the Mandan gave them, Lewis and Clark acted as doctors for members of the tribes who were sick or injured, and several of the explorers who were skilled *or talented* as blacksmiths made iron tools, axes, and arrowheads for the Mandans.

The party spent many cold nights asking the Hidatsas and Mandans about the country that lay ahead. Lewis and Clark kept all the information they learned in a journal. *Why do you think Lewis and Clark kept information in a journal?*



Show Image 8A-6: Charbonneau and Sacagawea

Then one day, a French-Canadian trader appeared at the gates of Fort Mandan. He announced, “I am Toussaint Charbonneau [/too*son/ /shar*bon*noe/]. I heard about you from the Hidatsas. I am an excellent cook, and I speak English, French, and several Native

American languages. I could cook for you and **translate** what is said in other languages into English.” *Lewis and Clark couldn’t speak any Native American languages, so they needed people who could talk to them and also to Native Americans they would meet. Also, one of their three tasks was to befriend Native Americans.*

Charbonneau had not come alone. With him was his pregnant wife, a young Native American woman named Sacagawea [/sak*ə*jə*wee*ə/]. Sacagawea was a member of the Shoshone [/shə*shoe*nee/] tribe who lived farther along the Missouri River. The Shoshone were the next tribe that Lewis and Clark expected to meet. Lewis and Clark discussed Charbonneau’s offer. “Sacagawea could be helpful when we reach the lands of the Shoshone. She could show the Shoshone that we come as friends, and she knows a lot about the countryside there. *Lewis and Clark thought that Sacagawea could be a guide and a translator for the expedition.* As for Charbonneau, if he is the cook he claims to be, he will be a welcome addition to our party.”

Lewis told Charbonneau, “We want you and your wife to join us, and of course we will pay you, Charbonneau, for your work.”



Show Image 8A-7: Charbonneau, Clark, Sacagawea with her son

This turned out to be one of the best decisions the co-captains ever made, and while they had agreed to hire two new members of the expedition, they soon had three. One cold night, Sacagawea gave birth to a little boy.

Charbonneau, the new father, looked proudly at his newborn son and said, “We shall call you Jean Baptiste [ˈzʃɒn/ˈbɑːptɪst/] Charbonneau.” William Clark laughed. “That’s an awfully big name for such a little fellow to carry. I’ll call him ‘Pompey.’” Pompey proved to be a good little traveler, too. *Sacagawea’s baby was nicknamed Pomp or Pompey.*

Lewis and Clark organized their notes and drawings and labeled samples of plants and animals they had gathered. *Remember, this was one of their three tasks requested by President Jefferson.* When spring came, Clark announced, “We have decided to split the party into two groups. We will send some of you back east to take President Jefferson the things we have collected and written. The rest of us will continue west.” Remember, there were no telephones and no e-mail yet, and there was no way to send mail in the Louisiana Territory. Lewis and Clark sent some of the Corps of Discovery to tell Jefferson of their progress and what they had found so far.



Show Image 8A-8: Parting ways

On April 7, 1805, some of the party returned back east as planned. They carried with them four boxes and a trunk filled with plant and rock samples, as well as the captains’ journals and drawings. *Here, the word trunk means a large, strong box used for holding things.* They also took with them some living animals, such

as a magpie and a prairie dog. *A magpie is a black and white bird that makes a lot of noise.* Lewis told Clark, “I wish I could see President Jefferson’s face when that magpie starts chattering away. The president will be mighty pleased; and he will be delighted with all the information in our journals and drawings.”

Clark replied, “He will be even happier when you and I report to him in person that we have reached the Pacific.” *What was the last task they still had to*

Support

The word *trunk* also means an elephant’s nose or the space in the back of a car for storing things. Please refer to Poster 4M in the Flip Book for additional support on the multiple meanings of *trunk*.

accomplish? (finding an all-water route to the Pacific Ocean) Then the two men started westward once more with the remaining men, one woman, Sacagawea, and a baby.

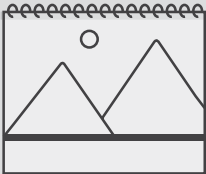
COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who did Lewis and Clark spend the winter with? (*Lewis and Clark spent the winter with Native Americans, specifically the Mandan and Hidatsa.*) Why? (*The river froze and their boat was stuck in the ice.*)

Show Image 8A-2: Mandan village

- **Literal.** How did the Mandan tribe get food and where did they live? (*The Mandan tribe hunted buffalo, farmed, and lived in permanent earth lodges.*)
2. **Inferential.** What kind of relationship did Lewis and Clark have with the Native Americans you learned about today? (*Lewis and Clark had a friendly and helpful relationship with the Native Americans we learned about today.*) How do you know? (*Lewis and Clark and the Mandan helped each other. Lewis and Clark helped Mandan who were sick. The Mandan helped the Corps find food. The Corps members made tools for the Mandan.*)

Flip Book 8A-2



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Did Lewis and Clark have a friendly relationship with another Native American tribe?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Lewis and Clark’s relationship with the Mandans and Hidatsas was . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

Check for Understanding



Recall: Who was Sacagawea? (*Sacagawea was the Native American woman that Lewis and Clark hired to help them on their expedition.*) How did Lewis and Clark think that Sacagawea could be helpful? (*She could be a guide and a translator.*)

3. **Literal.** Why did Lewis and Clark decide to split the expedition into two groups? (*Lewis and Clark decided to split the expedition so that one group could travel back to President Jefferson and update him with their findings, while the other group could continue on the journey west.*)
 - **Inferential.** What did Lewis and Clark have the men take back to Jefferson? (*Lewis and Clark had the men take plants, rocks, animals, journals, and drawings back to Jefferson.*) Why did Lewis and Clark keep information in a journal? (*They kept information in a journal to report back to President Jefferson.*)

4. **Inferential.** Which two of President Jefferson's three tasks did Lewis and Clark accomplish in the Read-Aloud today? (*Lewis and Clark accomplished two tasks: making friends with Native Americans and collecting samples of different plants and animals.*) Which task have they not yet completed? (*Lewis and Clark have not yet found a water route all the way to the Pacific Ocean.*)

WORD WORK: PROTECTION (5 MIN.)

1. In the Read-Aloud you heard, "Across the river from one of the Mandan villages, the explorers built a wooden house and surrounded it with log walls eighteen feet high for protection."
2. Say the word *protection* with me.
3. Protection is something that keeps you safe.
4. Livie wore sunscreen as protection so she wouldn't get sunburned.
5. What kinds of things do you use as protection when you go outside in the sun? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I use _____ as protection from the sun."]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. Listen to the following list of items. If the item is something you would use as protection from cold weather, say, "I would use that as protection." If the item is not something you would use as protection from cold weather, say, "I would not use that as protection." Remember to answer in complete sentences.

- coat (*I would use that as protection.*)
- bathing suit (*I would not use that as protection.*)
- hat (*I would use that as protection.*)
- gloves (*I would use that as protection.*)
- a pair of shorts (*I would not use that as protection.*)
- boots (*I would use that as protection.*)

Lesson 8: Sacagawea

Application



Reading: With assistance, students will record information about the tasks Lewis and Clark have accomplished.



TEKS 1.7.E

TRACKING LEWIS AND CLARK (10 MIN.)

- Hand back Activity Page 3.1. Review the things students have identified on this map: the Mississippi River, the mouth of the Mississippi River, the Louisiana Territory, the Rocky Mountains, the Pacific Ocean, St. Louis, and the Great Plains.
- Remind students that Lewis and Clark started their journey in the town of St. Louis. Have students put their finger on the dot that represents St. Louis on their maps.
- Then, have students follow the Missouri River with their finger to the dot that represents where the previous Read-Aloud took place on the Great Plains
- Next, have students follow the Missouri River with their finger until they come closer to the Rocky Mountains (leaving room before the Rocky Mountains for two more dots) and make a dot on their maps to represent where today's Read-Aloud took place.
- Ask students if they think Lewis and Clark are making good progress, or if they are doing well so far in accomplishing their tasks. (*Answers may vary.*)

THREE TASKS (10 MIN.)

- Remind students that Jefferson gave Lewis and Clark three tasks to accomplish on their expedition.
- Use Image Cards 11–13 to review these tasks. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)
- Hand back Activity Page 7.1. Also direct their attention to the Three Tasks Chart on display.
- Ask students to explain the information already recorded on the chart. (*So far, Lewis and Clark have become friends with the Yankton and Teton Sioux tribes and took notes about new animals, prairie dogs and pronghorn antelope.*)

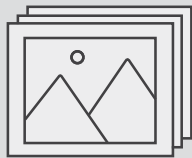


TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing.

Activity Page 3.1



Image Cards 11–13



Activity Page 7.1





Check for Understanding

Use Evidence: Which of President Jefferson's tasks did Lewis and Clark accomplish in the Read-Aloud? (*made friends with Native Americans; encountered and made notes about plants and animals*)

- Tell students first, you will record information about Native Americans on the chart.
- Ask students which Native American tribes Lewis and Clark and the Corps of Discovery became friends with. (*Mandan, Hidatsa*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures. Be sure to leave room to add more information to the chart in later lessons, and tell students to do the same.
- Next, ask students what new animals Lewis and Clark encountered. (*bison*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures. Be sure to leave room to add more information to the chart in later lessons and tell students to do the same.
- Tell students that the Read-Aloud didn't specify other plants and animals by name but students did learn that Lewis and Clark made notes about other plants and animals in their journal.
- Write *notes about plants and animals where the Knife River and Missouri River meet* in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures.
- Ask students to identify the task that Lewis and Clark have not yet accomplished. (*find an all-water route to the Pacific Ocean*)
- Collect Activity Page 7.1 to assess and use in the next lesson.

End of Lesson



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading/Viewing Closely

Beginning

Prompt students to recall words and phrases related to the tasks accomplished.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to the tasks accomplished.

Advanced/Advanced High

Provide minimal support in eliciting key details related to the tasks accomplished.

ELPS 4.G; ELPS 4.I

Support

Have students work in pairs to record information on the chart.

Challenge

Have students write complete sentences to record information on the chart.

9

FRONTIER EXPLORERS

Red Cedars and Grizzly Bears

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.1.C**

Reading

Students will describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish.

 **TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *record*.

 **TEKS 1.3.B; TEKS 1.7.F**

Reading


With assistance, students will record information about the tasks Lewis and Clark have accomplished.

 **TEKS 1.7.E**

FORMATIVE ASSESSMENT**Activity Page 7.1**

Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.7.E**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 11–13
What Have We Already Learned?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-6
“Red Cedars and Grizzly Bears”			
Comprehension Questions			
Word Work: <i>Record</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Tracking Lewis and Clark	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 3.1, 7.1 <input type="checkbox"/> drawing tools <input type="checkbox"/> Image Cards 11–20 <input type="checkbox"/> Three Tasks Chart (Digital Components)
Three Tasks			

ADVANCE PREPARATION

Note to Teacher

Students may find the killing of the grizzly bears unsettling. Explain that many explorers during Lewis and Clark’s time were skilled hunters and hunted for food to survive. Today, the grizzly bear is a threatened species; this means grizzly bears (such as the California grizzly) are likely to be endangered and may become extinct if they are not protected. To protect the grizzly bear includes limiting the killing of the grizzly bear.

Application

- Prepare to hand back student copies of Activity Page 7.1.

Universal Access

- You may wish to gather images of red cedar trees, grizzly bears, and black bears to share with students.

CORE VOCABULARY

overturned, v. flipped upside down
Example: The cat overturned the bowl of water.
Variation(s): overturn, overturns, overturning

record, v. to write down information in order to remember or share it
Example: During the meeting, Leonardo used a notepad to record details about the topics discussed.
Variation(s): records, recorded, recording

Vocabulary Chart for “Red Cedars and Grizzly Bears”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary			
Multiple Meaning		overturned record	
Sayings and Phrases	keep a sharp eye out for		

Lesson 9: Red Cedars and Grizzly Bears

Introducing the Read-Aloud


**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Did Lewis and Clark hire Sacagawea to help them get back east?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Lewis and Clark hired Sacagawea to . . .”).

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

Image Cards 11–13



Speaking and Listening: Students will review the tasks Lewis and Clark have accomplished so far.


TEKS 1.1.C

WHERE ARE WE? (5 MIN.)

- Help students locate the following on a U.S. map:
 - the Atlantic Ocean
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Louisiana Purchase
 - the Missouri River
 - the Pacific Ocean

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to describe where Lewis and Clark spent the winter in the last Read-Aloud and who joined their group. (*They spent the winter with the Mandan people and hired Sacagawea as a translator and guide.*)
- Use Image Cards 11–13 to review the three tasks Lewis and Clark were asked to accomplish on their expedition. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.



Check for Understanding

Recall: What tasks have Lewis and Clark accomplished so far? *(made friends with Native Americans: Yankton Sioux, Teton Sioux, Mandans, Hidatsas; encountered and made notes about prairie dogs, pronghorn antelope, bison, other plants and animals and sent some members of the group back east to take samples to President Jefferson)*

- Tell students that in today's Read-Aloud, Lewis and Clark will encounter more new things on their expedition.

Lesson 9: Red Cedars and Grizzly Bears

Read-Aloud



Reading: Students will describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish.

TEKS 1.6.G

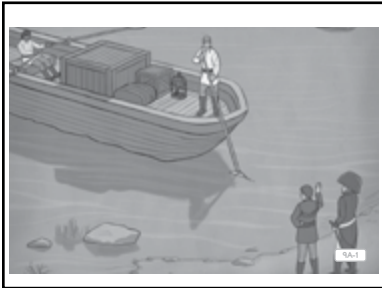
Language: Students will demonstrate understanding of the Tier 2 word *record*.

TEKS 1.3.B; TEKS 1.7.F

PURPOSE FOR LISTENING

- Tell students to listen to find out what new things Lewis and Clark encounter and how they keep track of what they encounter.

“RED CEDARS AND GRIZZLY BEARS” (15 MIN.)



Show Image 9A-1: Parting ways

After Lewis and Clark sent some of the team back east with reports and scientific samples for President Jefferson, the captains and the rest of their crew continued west. They rode in two of their original pirogues plus six new canoes made from hollowed-out trees. These canoes, about thirty feet long and three feet

wide, were hard to balance. More than once, as the men were getting used to them, the canoes **overturned** in mid-river, forcing the men to fish out wet supplies before going on. *The men had to get the supplies out of the water because the boats flipped over in the water and the supplies fell out.* Despite this, Lewis wrote in his journal that the men were happy and healthy.



Show Image 9A-2: Missouri River lined with western red cedars

Soon they left behind the flat plains and entered hilly land. Now, the Missouri River became more difficult to travel. Forests of western red cedars lined the banks of the river. These beautiful trees were so important to

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

Support

Explain that the word *record* in this context is pronounced /ri*kord/ and means to write down information. Explain that the word can also be pronounced /rek*erd/, meaning information written down in order to remember it.

Challenge

Ask students what animals they learned about in *Animals and Habitats* that hibernate.

Native Americans of the area that some Native Americans called themselves “the people of the red cedar,” performing special ceremonies before chopping down the huge evergreens. *Evergreen trees stay green all year long.*



Show Image 9A-3: Men gathered around a red cedar to show size

Lewis and Clark knew it would be impossible to take an entire tree back with them because of its gigantic size, almost 200 feet above the ground. That’s as tall as a twenty-story building! Nevertheless, the tree was so important to the lives of Native Americans that they knew they

must gather samples and **record** its many uses. *They knew they had to write down information about the tree’s many uses in order to remember and share it.* They drew pictures and collected branches, cones, and seeds.

As they learned more about the western red cedar from the Native Americans in the area, both Lewis and Clark wrote about the importance of the western red cedar in their journals. The people and animals of the northwest relied upon the tree for their existence *or in order to survive*. Native Americans used the bark of the tree to weave mats, baskets, and clothing, and used the wood to build canoes. Elk ate the leaves and shoots of the enormous tree. Bears hibernated, or slept through the winter, in hollow cedar logs.



Show Image 9A-4: Grizzly bear and eastern black bear

The men heard often of the bears called grizzly bears that made their homes in the hollowed-out logs of the cedars, so as they made their way up the Missouri, William Clark warned, “Keep a sharp eye out for grizzly bears.” *[Point to the grizzly bear in the picture.] What do you*

think Clark means when he says, “Keep a sharp eye out for grizzly bears?” (Be very aware and alert in case a grizzly bear is near.)

One of the hunters said, “Don’t worry, Captain, we’ve seen plenty of bears before, back in Kentucky.”

“Black bears, yes; grizzly bears, no. From what I hear, it’s like the difference between a house cat and a lion.” *Does Captain Clark think that grizzly bears are like black bears?*



Show Image 9A-5: Meeting grizzlies

One day, Lewis and another man were out hunting along the riverbank. Suddenly they saw two giant grizzly bears up ahead. The bears rose up on their hind legs—up and up—until they stood *eight feet tall*! Then, roaring, the bears charged. Raising their rifles and taking careful aim, Lewis and his companion

or friend shot one bear, but the other one kept coming right at them with frightening speed. “Run!” shouted Lewis, and the two men turned and ran for their lives!

Lewis and the other man stopped running to take another shot, turned, took aim, and fired at the same instant. The loud “bang” was followed by a tense moment as the bear suddenly stopped running. It held still for a moment, and then it toppled over *or fell forward*.



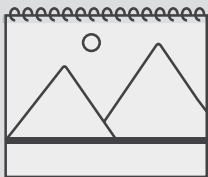
Show Image 9A-6: Examining the dead grizzly bear

Only when they were sure that the grizzly bear was dead did Lewis and his companion carefully approach the animal. Lewis later wrote in his journal that the bear weighed between five hundred and six hundred pounds, and was eight and a half feet tall. That’s taller than two first graders, one standing on top of the other!

After this frightening chase, Lewis told the whole party, “From now on, we must always move about, and do even the simplest actions, in parties *or groups* of two or more. One man alone going up against a grizzly would not stand a chance.”

Support

A house cat is usually tame, used to living with people, and not dangerous. A lion lives in the wild, is very dangerous, and is a predator. Captain Clark is saying that grizzly bears are much more dangerous and wild than black bears, just like lions are much more dangerous and wild than house cats.



COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Which task or tasks did Lewis and Clark accomplish in the story today? (*They discovered a new plant and a new animal.*)

Show Image 9A-2: Missouri River lined with western red cedars

- **Inferential.** What was one plant that Lewis and Clark discovered? (*the red cedar*) Describe the red cedar. (*The red cedar is very tall and has needles. It is an evergreen tree.*)
- **Inferential.** Could Lewis and Clark bring a red cedar back with them? (*no*) Why not? (*It was too big.*) What did they decide to do instead? (*Instead, they decided to draw pictures and collect cones and branches.*)

Show Image 9A-4: Grizzly bear and eastern black bear

2. **Evaluative.** What was the animal that Lewis and Clark discovered? [Students should point to the grizzly bear.] How are the grizzly bear and the black bear the same? (*They are both bears that live in the wild.*) How are they different? (*The black bear is smaller and black. The grizzly bear is brown and much bigger. Also, Clark explained that he thought the grizzly bear was much more dangerous and wild than the black bear.*)
3. **Inferential.** Why did Lewis tell the group they must do things in parties of two or more? (*They should do things in parties of two or more because of the danger of grizzly bears.*)



Check for Understanding

Think-Pair-Share: Which of the things that Lewis and Clark encountered, the grizzly bear or the red cedar tree, was more important? Why? (*Answers may vary.*)

WORD WORK: RECORD (5 MIN.)

1. In the Read-Aloud you heard, “Nevertheless, the [western red cedar] was so important to the lives of the Native Americans that [Lewis and Clark] knew they must gather samples and record its many uses.”
2. Say the word *record* with me.
3. When you record something, you write down information in order to remember or share it.
4. Mia recorded how many cars passed her house in an hour.
5. Pretend that you were on the expedition with Lewis and Clark. What kinds of things would you record on the expedition? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I would record _____ because . . .”]
6. What’s the word we’ve been talking about?

Use a Discussion activity for follow-up. With a partner, talk about things that you think are important to record. What have you recorded in the past? What have other people you know recorded that they thought was important? Be sure to use the word *record* and answer in complete sentences.



ENGLISH
LANGUAGE
LEARNERS

Language

Selecting Language Resources

Beginning

Provide students with an oral word bank (e.g., *dates, experiences, thoughts, feelings, new ideas*).

Intermediate

Provide students with a specific sentence frame (e.g., “I think . . . is important to record because . . .”).

Advanced/Advanced High

Encourage students to use more detailed sentences (e.g., “I think new ideas are important to record so you don’t forget them. You can look at the list again at a later time to see what you can do to follow through on doing something related to those ideas.”).

ELPS 3.D

Activity Page 3.1



Image Cards 14–20



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think Lewis and Clark will have to stop at the Rocky Mountains.”).

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I think Lewis and Clark will have to . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G; ELPS 4.J

Lesson 9: Red Cedars and Grizzly Bears

Application



Reading: With assistance, students will record information about the tasks Lewis and Clark have accomplished.



TEKS 1.7.E

TRACKING LEWIS AND CLARK (10 MIN.)

- Hand back Activity Page 3.1. Review the things students have identified on this map: the Mississippi River, the mouth of the Mississippi River, the Louisiana Territory, the Rocky Mountains, the Pacific Ocean, St. Louis, and the Great Plains.
- Remind students that Lewis and Clark started their journey in the town of St. Louis. Have students put their finger on the dot that represents St. Louis on their maps.
- Then, have students follow the Missouri River with their finger to the dot that represents where the previous Read-Aloud took place on the Great Plains.
- Use Image Cards 14–18 to remind students that this is where Lewis and Clark met the Sioux and where they discovered prairie dogs and pronghorn antelope.
- Next, have students follow the Missouri River with their finger until they come to the next dot, closer to the Rocky Mountains.
- Use Image Cards 19 and 20 to remind students that this represents where Lewis and Clark made their winter homes, met the Mandan and Hidatsa tribes, and met Sacagawea.
- Next, have students follow the Missouri River with their finger until they are even closer to the Rocky Mountains, and have them place a dot on the map that represents where today’s Read-Aloud took place.
- Ask students if they think Lewis and Clark are making good progress, or if they are doing well so far in accomplishing their tasks. (*Answers may vary.*)
- Ask students what they think Lewis and Clark will have to do when they reach the Rocky Mountains. (*Answers may vary.*)



TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing.

THREE TASKS (10 MIN.)

- Remind students that Jefferson gave Lewis and Clark three tasks to accomplish on their expedition.
- Use Image Cards 11–13 to review these tasks. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)
- Hand back Activity Page 7.1. Also direct their attention to the Three Tasks Chart you prepared in advance.
- Ask students to explain the information already recorded on the chart. (*So far, Lewis and Clark have become friends with the Yankton and Teton Sioux tribes, and the Mandan and Hidatsa; took notes about new animals: prairie dogs, pronghorn antelope, and bison.*)



Check for Understanding

Use Evidence: Which of President Jefferson's tasks did Lewis and Clark accomplish in the Read-Aloud? (*made friends with Native Americans; encountered and made notes about plants and animals*)

- Tell students you will record information about plants and animals on the chart.
- Ask students which new plant Lewis and Clark learned about. (*red cedar tree*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures. Be sure to leave room to add more information to the chart in later lessons and tell students to do the same.
- Next, ask students which new animal Lewis and Clark encountered. (*grizzly bear*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures. Be sure to leave room to add more information to the chart in later lessons and tell students to do the same.

Activity Page 7.1



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading/Viewing Closely

Beginning

Prompt students to recall words and phrases related to the tasks accomplished.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to the tasks accomplished.

Advanced/Advanced High

Provide minimal support in eliciting key details related to the tasks accomplished.

ELPS 4.G; ELPS 4.I

Image Cards 11–13



Challenge

Have students write complete sentences to record information on the chart.

Support

Have students work in pairs to record information on the chart.

- Ask students to identify the task that Lewis and Clark have not yet accomplished. (*finding an all-water route to the Pacific Ocean*)
- Collect Activity Page 7.1 to assess and use in the next lesson.

End of Lesson

FRONTIER EXPLORERS

Rivers and Mountains

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.1.C****Reading**

Students will explain why Lewis and Clark were unable to accomplish the last task.

 **TEKS 1.6.G****Language**

Students will demonstrate understanding of the Tier 2 word *dull*.


 **TEKS 1.3.B****Reading**

With assistance, students will record information about the tasks Lewis and Clark have accomplished.

 **TEKS 1.7.E****FORMATIVE ASSESSMENT****Activity Page 7.1**

Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

 **TEKS 1.7.E**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 11–13
What Have We Already Learned?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-10 <input type="checkbox"/> Poster 5M: Fork (optional) (Flip Book)
“Rivers and Mountains”			
Comprehension Questions			
Word Work: <i>Dull</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Tracking Lewis and Clark	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 3.1, 7.1 <input type="checkbox"/> drawing tools <input type="checkbox"/> Image Cards 11–22 <input type="checkbox"/> Three Tasks Chart (Digital Components)
Three Tasks			

ADVANCE PREPARATION

Application

- Prepare to hand back Activity Page 7.1.

Note to Teacher

Be sure that after the Read-Aloud, students understand that Lewis and Clark were unable to accomplish one of their tasks: finding an all-water route to the Pacific Ocean. There wasn't one.

The Sacagawea dollar coin was minted first in 2000 and commemorates Sacagawea's contribution to Lewis and Clark's expedition. You may also wish to have students discuss why they think Sacagawea was chosen to be honored on this coin.

Universal Access

- You may wish to bring in a dollar coin and show students the picture of Sacagawea.

CORE VOCABULARY

confidently, adv. being sure of yourself

Example: At the concert, the boy confidently sang the song.

Variation(s): none

dull, adj. boring

Example: The movie was very dull and very long.

Variation(s): duller, dullest

waterfall, n. a place where a river falls down from a high point or over a cliff

Example: There is a very famous waterfall in both the United States and Canada called Niagara Falls.

Variation(s): waterfalls

Vocabulary Chart for “Rivers and Mountains”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		confidently (<i>confidentemente</i>)	waterfall
Multiple Meaning		dull	
Sayings and Phrases	on the other hand		



Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., [Have students point to the location.] “I think Lewis and Clark will be here.”).

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I think Lewis and Clark will be . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses. Ask students to explain their answer.

ELPS 3.G; ELPS 4.J

Image Cards 11–13



Start Lesson

Lesson 10: Rivers and Mountains

Introducing the Read-Aloud



Speaking and Listening: Students will review the tasks Lewis and Clark have accomplished so far.



TEKS 1.1.C

WHERE ARE WE? (5 MIN.)

- Help students locate the following on a U.S. map:
 - the Atlantic Ocean
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Louisiana Purchase
 - the Missouri River
 - the Pacific Ocean
- Ask students to predict where they think Lewis and Clark will be on the map after today’s Read-Aloud. (*Answers may vary.*)

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Use Image Cards 11–13 to review the three tasks Lewis and Clark were asked to accomplish on their expedition. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.



Check for Understanding

Recall: What tasks have Lewis and Clark accomplished so far? *(made friends with Native Americans: Yankton Sioux, Teton Sioux, Mandans, Hidatsas; encountered and made notes about prairie dogs, pronghorn antelope, bison, red cedar trees, grizzly bears, other plants and animals and sent some members of the group back east to take samples to President Jefferson)*

- Ask students why Lewis and Clark decided to bring Sacagawea on the expedition with them. *(They wanted her to be a translator and guide.)*
- Ask students to describe what a translator does. *(changes words from one language into another language)*

Support

Remind students that *translate* means to change words from one language into another language.

Lesson 10: Rivers and Mountains

Read-Aloud



Reading: Students will explain why Lewis and Clark were unable to accomplish the last task.



TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *dull*.



TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students that in today's Read-Aloud, Lewis and Clark discover that they may not be able to accomplish one of their three tasks.
- Tell students to listen to find out why one task was impossible to accomplish.

"RIVERS AND MOUNTAINS" (15 MIN.)



Show Image 10A-1: John Shields and George Shannon paddling ahead

The Corps of Discovery had now been on their journey for over a year. *Can you imagine traveling and being away from home for a year?* The explorers were very good friends with one another and had learned to depend on one another. One day, John Shields and

George Shannon went ahead of the others in a pirogue. John Shields was the blacksmith, and he knew his way around outdoors. George Shannon was smart and friendly.

Shields and Shannon paddled up the river, talking over the exciting events they had gone through so far. *Which events do you think they were talking about?* "Well," Private Shannon said, "no one can complain that it has been **dull**." *Dull means boring. No one can say that this expedition has been boring, because it hasn't been boring at all.*



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 10A-2: A fork in the river

No sooner were those words out of his mouth than the tip of their pirogue came around a bend in the river, and they saw a sight that caused them to stop paddling for a moment. Up ahead, the Missouri River split into two wide rivers. One of the two rivers was the Missouri, and the other was not. It

was impossible to tell which one was the Missouri River. “Which river is the Missouri?” Shannon asked. “The Missouri River is the one the captains think can carry us farther west.”

“I don’t know,” Shields replied, “and I don’t think the captains will know either.

“We’ve passed the part of the river our Native American friends told us about, and none of us has seen this part of the country before.”

Soon the other boats arrived. Going ashore, Lewis and Clark walked ahead and inspected the two rivers. Clark said, “If we take the wrong river, it may turn too cold for us to travel by the time we are ready to start from here again.”

Support

Explain that the problem the group faced was that they were not sure which river was the Missouri River.



Show Image 10A-3: Map of Lewis and Clark’s journey so far [Point out that Lewis and Clark’s path so far is shown in red.]

Native Americans told them that the Missouri River ended in the Rocky Mountains. Lewis and Clark knew that they would have to travel by land instead of by water to cross the mountains. Because they wouldn’t be able to

cross the mountains on a river, that meant there was no all-water route to the Pacific Ocean.

Support

Be sure students understand that Lewis found out there was no all-water route to the Pacific Ocean.



Check for Understanding

Use Evidence: Which one of the three tasks will Lewis and Clark not be able to accomplish? (*find an all-water route to the Pacific Ocean*) Why? (*There isn’t one; an all-water route to the Pacific Ocean doesn’t exist.*)

"We need to find the Shoshone people up ahead, so we can buy horses from them," they agreed. [Remind students that Sacagawea was Shoshone.] But first they would have to continue along the Missouri River to the Rocky Mountains.



Show Image 10A-4: Going exploring

Lewis suggested, "The last Native Americans we talked to said that there was a huge **waterfall** up ahead on the Missouri River.

[Explain to students that a waterfall is a place where a river falls down from a high point.] We need to find that waterfall. Take some men along the south fork, Clark, and I'll try the

north. *The fork is where the river split into two rivers.* If one of us finds it, that person will know he is on the correct river. We'll meet back here in a few days to see which group has found the waterfall." *Who do you think will find the waterfall: Lewis or Clark?*

Unfortunately when they met back up after a few days, neither group had found the waterfall. Lewis had another idea. He decided to try looking for the waterfall by land, rather than following one of the two rivers.



Show Image 10A-5: Waterfall [Point to the waterfall.]

Lewis and his men walked for two days before they heard what Lewis later described as "the agreeable sound of falling water." Following the sound, they came to not just one waterfall, but a whole series of great waterfalls. This was it! They could now figure out which of the

two rivers was the Missouri River. Lewis sent a man back for the rest of the party. When Clark and the rest arrived at the great waterfalls, however, they found Lewis and his men burying the keelboat and some of their supplies for the trip back. "It's too heavy," Lewis explained. "We need to carry the boats around the waterfalls in order to continue up the Missouri River."

Finally, after eleven days of hard work, they left the great waterfalls behind. It was a difficult journey. The river was becoming harder to follow as it narrowed and filled with rocks.

Support

The word *fork* also means a tool you use to eat food.

Please refer to Poster 5M in the Flip Book for additional support on the multiple meanings of *fork*.

Challenge

Ask students to describe what a waterfall is and explain why it would be difficult to carry things around a waterfall.



Show Image 10A-6: Sacagawea guiding the party

On the other hand, Sacagawea was closer to the area where she had lived with the Shoshone. She was now able to guide the Corps of Discovery better, because she started to recognize the land where she had lived as a child. The more places she recognized, the

more **confidently** she guided them. *Sacagawea became more certain of which way to go as she got closer to the Shoshone lands where she used to live.*

In August of 1805, Lewis told Clark, “I will take three men ahead on foot, instead of following this winding river. If we find the Shoshone, we’ll return with horses. We can use the horses to cross the mountains. Then we can look for the other river we think flows down from the mountains all the way to the Pacific Ocean.”



Show Image 10A-7: Meeting a Shoshone horseman

A few days later, Lewis and his men were crossing a meadow when they spied *or saw* a Shoshone horseman up ahead. Unfortunately, when he saw Lewis and his men, the Shoshone horseman turned and rode away.



Show Image 10A-8: Map of Lewis and Clark’s journey so far

The four men kept looking for the Shoshone. A few days later, they reached the Rocky Mountains, which, since the Louisiana Purchase, formed the western edge of the United States.

Challenge

Ask students why Sacagawea became more confident as she recognized more places.



Show Image 10A-9: Meeting the Shoshone chief

The next afternoon, they came upon an old Shoshone woman gathering wood for a fire. Smiling, Lewis said in English, "We are friends." She did not know English, but she understood when Lewis smiled that he was friendly. She led the four travelers to her village and introduced

Lewis to the chief. The Shoshone had plenty of horses, but the Shoshone chief explained with sign language that the Shoshone did not have much food to share. *Sign language is a way of communicating by using your hands.*

Two days later, Clark and the rest of the expedition arrived with Sacagawea.



Show Image 10A-10: Talking with the chief by the fire

Now Sacagawea could translate the chief's words. *When Sacagawea translated, she turned the chief's words in the Shoshone language into English so that Lewis and Clark could understand what the chief said.* Sacagawea joined Lewis, Clark, and the chief in his cabin.

It was dark; the only light was from the fire. With her help, the chief told the captains that his people did not know the way to the ocean, but that a river did run down to it, and that another tribe, the Nez Perce, could lead the party to the river. As she translated this, Sacagawea suddenly cried out. In the shadows of the chief's home, she had not seen his face clearly. Now, as he turned more toward the light, she recognized him.

The chief was Sacagawea's brother!



Show Image 10A-11: Reunion of Sacagawea and her brother

She threw her arms around him and in a rush of words explained who she was. What a joyful surprise this was for everyone! *Sacagawea and her brother had not seen each other in many years.* In all the Shoshone lands, Lewis had stumbled into the village of Sacagawea's

brother. Now the chief said, "My sister, I will help you and your friends get all the horses, supplies, and guides you will need in order to complete your journey."

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** How did Lewis and Clark cross the Rocky Mountains—by boat or by foot? (*by foot*)



Check for Understanding

Evaluate an Idea: Which task did Lewis and Clark discover they would not be able to accomplish? (*find an all-water route directly to the Pacific Ocean*) Why? (*There was no all-water route to the Pacific Ocean.*)

2. **Literal.** What was Sacagawea's job once the Corps of Discovery reached the Shoshone? (*translator*)
3. **Literal.** Who was the Shoshone chief? (*Sacagawea's brother was the Shoshone chief.*)
4. **Inferential.** Describe how the Shoshone acted toward the explorers. (*The Shoshone were friendly and gave them supplies, horses, and guides to help them.*)
5. **Inferential.** Where did Lewis and Clark and the Corps of Discovery still want to travel to? (*to the Pacific Ocean*)

WORD WORK: DULL (5 MIN.)

1. In the Read-Aloud you heard Private Shannon say, "No one could complain that [the trip] has been dull."
2. Say the word *dull* with me.
3. *Dull* means boring.
4. I had already seen this movie, so I found it very dull to watch again.
5. Have you experienced a situation that you thought was dull? What is something that you would describe as dull? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ is dull."]]
6. What's the word we've been talking about?



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Did the Shoshone try to attack the explorers?").

Intermediate

Provide students with a specific sentence frame (e.g., "The Shoshone acted . . .").

Advanced/Advanced High

Encourage students to recall details from the Read-Aloud with minimal prompting or support.

ELPS 2.G; ELPS 2.I

Use a Making Choices activity for follow-up. I will name a few activities. If you think the activity I name would be dull, say, “That would be dull.” If you think the activity I name would not be dull, or it would be exciting, say, “That would not be dull.” Different people find different things exciting or dull, so remember that everyone might have a different response. [You may wish to ask students to explain why they chose their answers.] (*Answers may vary for all.*)

- swimming in a pool
- sitting with nothing to do
- waiting in line
- swinging on the playground
- standing still
- listening to a story
- taking a long car trip

Lesson 10: Rivers and Mountains

Application



Reading: With assistance, students will record information about the tasks Lewis and Clark have accomplished.



TEKS 1.7.E

TRACKING LEWIS AND CLARK (10 MIN.)

- Hand back Activity Page 3.1. Review the things students have identified on this map: the Mississippi River, the mouth of the Mississippi River, the Louisiana Territory, the Rocky Mountains, the Pacific Ocean, St. Louis, and the Great Plains.
- Remind students that Lewis and Clark started their journey in the town of St. Louis. Have students put their finger on the dot that represents St. Louis on their maps.
- Then, have students follow the Missouri River with their finger to the dot that represents where a previous Read-Aloud took place on the Great Plains.
- Use Image Cards 14–18 to remind students that this is where Lewis and Clark met the Sioux and where they discovered prairie dogs and pronghorn antelope.
- Next, have students follow the Missouri River with their finger until they come to the next dot, closer to the Rocky Mountains.
- Use Image Cards 19 and 20 to remind students that this represents where Lewis and Clark made their winter homes, met the Mandan and Hidatsa tribes, and met Sacagawea.
- Again, have students follow the Missouri River with their finger until they come to the next dot, even closer to the Rocky Mountains.
- Use Image Cards 21 and 22 to remind students that this represents where Lewis and Clark encountered the red cedar tree and the grizzly bears.

Activity Page 3.1



Image Cards 15–22



TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing.



Reading

Reading/Viewing Closely

Beginning

Provide and support students to recall words and phrases related to Sacagawea's role and how she contributed to the success of the expedition.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to Sacagawea's role and how she contributed to the success of the expedition.

Advanced/Advanced High

Provide minimal support in eliciting key details related to Sacagawea's role and how she contributed to the success of the expedition.

ELPS 4.G; ELPS 4.I

- Next have students follow the Missouri River even closer to the Rocky Mountains, and have them place a dot on the map that represents where today's Read-Aloud took place.
- Ask students what Lewis and Clark learned once they reached the Rocky Mountains. (*There is no all-water route to the Pacific Ocean.*)
- Ask students to explain Sacagawea's role on the expedition and how it contributes to the success of the expedition thus far. (*Answers may vary, but may include: She served as a translator, helping Lewis and Clark talk with Native American tribes. When she was speaking with the Shoshone on behalf of Lewis and Clark, she realized the chief was her brother. Her brother, the chief, promised to help the Corps of Discovery complete their journey. Without her and the help from her brother, perhaps the Corps of Discovery would not be able to continue on their expedition.*)

THREE TASKS (10 MIN.)

- Remind students that Jefferson gave Lewis and Clark three tasks to accomplish on their expedition.
- Use Image Cards 11–13 to review these tasks. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)
- Hand back Activity Page 7.1. Also direct their attention to the Three Tasks Chart you prepared in advance.
- Ask students to explain the information already recorded on the chart. (*So far, Lewis and Clark have become friends with the Yankton and Teton Sioux tribes, and the Mandan and Hidatsa tribes; they have taken notes about prairie dogs, pronghorn antelope, bison, grizzly bears and other animals, and red cedar trees and other plants.*)



Check for Understanding

Use Evidence: Which of President Jefferson's tasks did Lewis and Clark accomplish in the Read-Aloud? (*made friends with Native Americans*)

- Tell students you will record information about Native Americans on the chart.
- Ask students which Native American tribe Lewis and Clark and the Corps of Discovery became friends with. (*Shoshone*)
- Ask students which member of the expedition group helped with this friendship and how. (*Sacagawea; she was Shoshone and discovered that her brother was the chief*)
- Record this information in the appropriate column on the chart and have students do the same. Alternatively, students could draw pictures.

Image Cards 11–13



Activity Page 7.1



Support

Have students work in pairs to record information on the chart.

Challenge

Have students write complete sentences to record information on the chart.

- Ask students which task Lewis and Clark found out they would not be able to accomplish and why. (*finding an all-water route to the Pacific Ocean; there isn't one*)
- Tell students you are going to record the following in the column for “Find an all-water route to the Pacific Ocean:” *did not do, there is not one*. Have students do the same or draw pictures, or simply write *no* or *none*.
- Collect Activity Page 7.1 to assess and use in the next lesson.

End of Lesson

FRONTIER EXPLORERS

To the Pacific and Back

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the tasks Lewis and Clark accomplished on their expedition.

 **TEKS 1.1.C; TEKS 1.6.C**

Reading

Students will describe the end of Lewis and Clark's expedition.

 **TEKS 1.6.C; TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *contentment*.

 **TEKS 1.3.B; TEKS 1.7.F**

Writing


With assistance, students will summarize Lewis and Clark's expedition.

 **TEKS 1.1.D; TEKS 1.11.E; TEKS 1.12.B**

FORMATIVE ASSESSMENT**Lewis and Clark Paragraph**

Students will write a short paragraph summarizing Lewis and Clark's expedition.

 **TEKS 1.12.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contribution; **TEKS 1.11.E** Publish and share writing; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 11–13
What Have We Already Learned?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 11A-1–11A-8
“To the Pacific and Back”			
Comprehension Questions			
Word Work: <i>Contentment</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Lewis and Clark’s Expedition	Whole Group/ Small Group/ Partner	20 min.	<input type="checkbox"/> Image Cards 8–10 <input type="checkbox"/> Three Tasks Chart (Digital Components) <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> board/chart paper <input type="checkbox"/> paper <input type="checkbox"/> writing tools

ADVANCE PREPARATION

Application

- Prepare to divide students into three small groups.
- Determine student pairs for writing a short informational paragraph summarizing Lewis and Clark’s expedition.
- Prepare for students to use digital tools to produce and publish their paragraphs.

Universal Access

- You may wish to determine the approximate place where Lewis and Clark and the Corps of Discovery finally reached the Pacific Ocean in order to point out the location on a U.S. map and locate images of the Pacific Ocean in that area.
- You may wish to gather images of canyons to share with students.

CORE VOCABULARY

canyons, n. steep, rocky valleys

Example: Of all the canyons in North America, the Grand Canyon was her favorite.

Variation(s): canyon

communities, n. groups of people living in the same place

Example: The city was made up of many small communities.

Variation(s): community

contentment, n. the feeling of being happy and satisfied

Example: The cat stretched in contentment after its long nap.

Variation(s): none

current, n. the strong flow of water

Example: The current pulled the log swiftly down the river.

Variation(s): currents

Vocabulary Chart for “To the Pacific and Back”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	canyons (<i>cañones</i>)	communities (<i>comunidades</i>) contentment (<i>contento</i>)	
Multiple Meaning	current		
Sayings and Phrases	just short of head for home in the end		

Lesson 11: To the Pacific and Back

Introducing the Read-Aloud



Speaking and Listening: Students will review the tasks Lewis and Clark accomplished on their expedition.

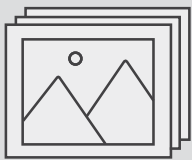


TEKS 1.1.C; TEKS 1.6.C

WHERE ARE WE? (5 MIN.)

- Help students locate the following on a U.S. map:
 - the Atlantic Ocean
 - the Appalachian Mountains
 - the Mississippi River
 - the Rocky Mountains
 - the Louisiana Purchase
 - the Missouri River
 - the Pacific Ocean
- Ask students to predict where they think Lewis and Clark will be on the map after today's Read-Aloud. (*Answers may vary.*)

Image Cards 11–13



WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Use Image Cards 11–13 to review the three tasks Lewis and Clark were asked to accomplish on their expedition. (*make friends with Native Americans; find an all-water route to the Pacific Ocean; collect samples of plants and animals*)



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.



Check for Understanding

Recall: What tasks did Lewis and Clark accomplish? (*made friends with Native Americans: Yankton Sioux, Teton Sioux, Mandans, Hidatsas, Shoshone; encountered and made notes about prairie dogs, pronghorn antelope, bison, red cedar trees, grizzly bears, other plants and animals and sent some members of the group back east to take samples to President Jefferson*) What task were Lewis and Clark unable to accomplish? Why? (*find an all-water route to the Pacific Ocean because there wasn't one*)

- Ask students to predict how Lewis and Clark's expedition will end. (*Answers may vary.*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I think Lewis and Clark will reach the Pacific Ocean.").

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., "I think Lewis and Clark will . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses. Ask students to explain their answer.

ELPS 3.G; ELPS 4.J

Lesson 11: To the Pacific and Back

Read-Aloud



Reading: Students will describe the end of Lewis and Clark's expedition.

TEKS 1.6.C; TEKS 1.6.G

Language: Students will demonstrate understanding of the Tier 2 word *contentment*.

TEKS 1.3.B; TEKS 1.7.F

PURPOSE FOR LISTENING

- Explain to students that today they will hear about the last portion of Lewis and Clark's expedition.
- Tell students to listen to find out whether or not Lewis and Clark made it to the ocean and if everyone made it back home.

"TO THE PACIFIC AND BACK" (15 MIN.)



Show Image 11A-1: Advice from the Nez Perce

The closer Meriwether Lewis, William Clark, Sacagawea, and their friends came to the Pacific, the more Native American people they met. This land was home to many Native Americans who had lived there in settled **communities** for a long, long time.

Communities are groups of people who live

together in the same place.

With the help of the Shoshones and the Nez Perce, the Corps of Discovery crossed the Rocky Mountains which stood between them and the Pacific Ocean. A new, powerful river began in these mountains. The captains hoped to ride it downhill to the ocean. But the Nez Perce warned, "In some places, this river rushes through narrow rock **canyons**, moving so quickly and powerfully that it is difficult to control a boat there. *Canyons are steep, rocky valleys.* You could be hurt if your boat hits the canyon walls or the sharp rocks sticking out of the water."

TEKS 1.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

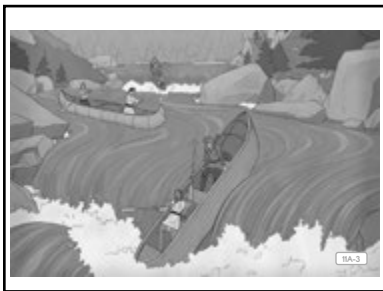


Show Image 11A-2: The assessment

William Clark and the group's best canoeist climbed the rocks to look down at this part of the river. *A canoeist is someone who paddles a canoe.* They heard the roar of the water charging through the narrow canyon even before they saw it. Walking atop the rock rim high above, Clark asked the canoeist, "What do you think?"

"Captain," the canoeist answered, "I expect to play my violin at our next campsite downriver, after we all get safely through this canyon." *This means the canoeist thinks they can make it through the canyon.*

Clark grinned. "That's what I wanted to hear. Let us find the others."



Show Image 11A-3: Braving the rapids

The men pushed off from the shore, and the pirogues and canoes plunged into the rapids. The mighty **current** *or strong flow of water* pushed and pulled the boats, but working together, the men steered *or guided the boats* around rocks and away from the canyon walls, keeping their balance whenever the river

threatened to tip over the boats. Finally they shot out the other end of the rocky canyon and into calm water. John Shields turned to his young friend, George Shannon. "What do you think, George?"

Shannon answered, "I was just starting to enjoy myself. Do you think they have any more of those around here?" Then both men laughed.

Soon afterward, the men landed on an island in the middle of the river just short of the place where the river emptied into the ocean. There, with the help of neighboring Native Americans, they survived another long, cold, rainy winter. At last the weather cleared, and they were able to travel the rest of the way to the Pacific Ocean.

Support

Explain that the phrase *just short of* means right before or not quite to something. The men landed on an island in the middle of the river right before the river empties into the ocean.

Challenge

Ask students to say the word for the place where a river empties into the ocean.



Show Image 11A-4: Seeing the Pacific Ocean

There before them was the sight they had dreamed of seeing: the Pacific Ocean. Some of the men cheered. Others stood in silent **contentment**. *This means that they stood happily and quietly, looking at the Pacific Ocean.*

Sacagawea was amazed. She had never seen an ocean, or even a picture of one. Clark heard that a whale had washed up on a nearby beach and he took Sacagawea to see it. She told him, "I have traveled a long way with you to see the great waters, and now I have seen this monstrous whale as well. I am so happy to see the ocean!" Then she walked along the sand, happily letting the waves wash over her feet.

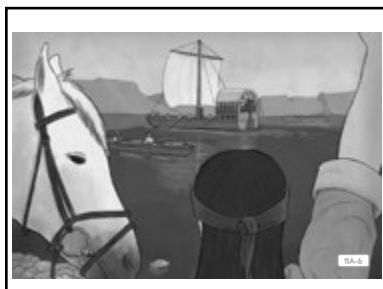


Show Image 11A-5: Returning home

On March 23, 1806, nearly two years after first leaving St. Louis, the Corps of Discovery turned to head for home. They had mapped a great deal of the Louisiana Territory and beyond, from the Mississippi River to the Pacific. *This means that they had been able to draw maps of the areas across which they had traveled.* They

now knew how to get to the Pacific: they could take the Missouri River to the Rockies, cross the Rockies on foot, and then take other rivers to the Pacific Ocean. They had made friends with many Native Americans. They found out that no single river ran all the way from the Mississippi to the Pacific. They had learned about many animals, birds, fish, and insects.

They had more adventures on the journey home, of course, but in the end, everyone got back safely except for a few who chose not to go back.



Show Image 11A-6: John Colter in the Mandan village

John Colter, the man from whom the Teton Sioux had taken a horse, told Meriwether Lewis, "Captain, I have had enough of cities and crowds. I will stay in the west, if you will let me." So Colter went to live among the Mandan people, promising, "I'll be here when you come back," and more than one of his friends did go back later to visit him.



Show Image 11A-7: Saying goodbye to Charbonneau and Sacagawea

Sacagawea and her husband, Toussaint Charbonneau, with their little son that everyone called “Pompey,” went home to the Shoshone. Lewis and Clark told Sacagawea, “If it were not for you, we would never have succeeded.” Sacagawea replied, “You showed

me the great waters. We are friends. We helped each other.” Setting off again, Lewis and Clark watched Sacagawea, with her son in her arms, waving from the shore until a bend in the river blocked them from sight.



Check for Understanding

Evaluate an Idea: Was Lewis and Clark’s expedition a success? Why or why not? *(Answers may vary, but may include: Yes, even though they didn’t accomplish all the tasks. They tried hard to but one task could not be done by anyone. They learned about plants, animals, landscapes, and Native Americans along the way and shared that information with others.)*



Show Image 11A-8: Welcome home

Months later, the travelers reached home. There they said their goodbyes and went their various ways, some to more adventures and some to quieter lives. Perhaps you would like to know what happened to the four people who had been most responsible for the journey.

Meriwether Lewis became governor of the entire Louisiana Territory. William Clark became the governor of Missouri, then spent much of the rest of his life working with Native Americans on behalf of the government’s newly created Bureau of Indian Affairs.

Thomas Jefferson continued as president until 1809. Eight years later, James Monroe, who had arranged for Jefferson to buy the Louisiana Territory, was himself elected President of the United States. *Jefferson was the president who bought the Louisiana Territory and hired Lewis and Clark to explore it. James Monroe was Jefferson's friend who traveled to France to buy New Orleans and the Louisiana Territory.*

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Turn and Talk: Were your predictions correct? Why or why not?
(Answers may vary.)

1. **Literal.** Did Lewis and Clark reach the Pacific Ocean? (yes)
 - **Literal.** Did everyone in the Read-Aloud make it back home safely? (Yes, everyone who decided to go back home made it back safely; some people chose to stay and live in the Louisiana Territory.)
2. **Inferential.** Why did Jefferson send Lewis and Clark to explore the Louisiana Territory? (No one in the United States knew what the Louisiana Territory was like.)
3. **Literal.** What were the three tasks Jefferson asked Lewis and Clark to complete? (The three tasks were to make friends with Native Americans, collect samples of plants and animals, and find an all-water route to the Pacific Ocean.)
 - **Inferential.** Were Lewis and Clark able to accomplish all three tasks? (no)
 - **Inferential.** Which of the tasks were they able to accomplish? (Lewis and Clark made friends with Native Americans and recorded information about and collected samples of plants and animals.) Which of the tasks were they not able to accomplish? (Lewis and Clark did not find an all-water route to the Pacific Ocean. They had to go on foot through the Rockies and then sail other rivers to get to the Pacific Ocean.)



Check for Understanding

Think-Pair-Share: Which one of the tasks do you think was the most important? Why? [Call on student pairs to share their answers.] (*Answers may vary.*)

WORD WORK: CONTENTMENT (5 MIN.)

1. In the Read-Aloud you heard, “[When the explorers finally saw the Pacific Ocean,] some of the men cheered. Others stood in silent contentment.”
2. Say the word *contentment* with me.
3. When someone is feeling contentment, they are feeling happy and satisfied.
4. A look of contentment showed on Shira’s face when she finished her painting.
5. Why is the word *contentment* a good word to describe the feeling some members of the Corps of Discovery had when they reached the Pacific Ocean? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “*Contentment* is a good word to describe the feeling they had because . . .”]
6. What’s the word we’ve been talking about?

Use a Discussion activity for follow-up. Think of a time when you experienced contentment. Discuss with your partner what led you to experience that feeling. Be sure to use the word *contentment* in your response and answer in complete sentences.



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading/Viewing Closely

Beginning

Prompt and support students to recall words and phrases related to the three tasks.

Intermediate

Support in eliciting phrases and ideas related to the three tasks.

Advanced/Advanced High

Support in eliciting key details related to the three tasks.

ELPS 4.G; ELPS 4.I

Lesson 11: To the Pacific and Back

Application



Writing: With assistance, students will summarize Lewis and Clark's expedition.

TEKS 1.1.D; TEKS 1.11.E; TEKS 1.12.B

LEWIS AND CLARK'S EXPEDITION

- Tell students you will review the sequence of events leading up to Lewis and Clark's expedition before writing about their journey.
- Divide students into three groups and give each group an Image Card.
- Tell students to discuss the Image Card as a group. Then, each group will describe their Image Card and explain the significance of it leading up to Lewis and Clark's expedition.
- Have groups present information about each Image Card. Use the following as a reference and support for groups as needed:
 - Image Card 8 (Thomas Jefferson): Jefferson wanted to buy New Orleans to maintain control of the Mississippi River. He asked James Monroe to ask Napoleon to sell New Orleans to the United States. Napoleon sold New Orleans *and* the Louisiana Territory to the United States. He also chose Lewis (who then chose Clark as co-captain) to lead an expedition into the Louisiana Territory.
 - Image Card 9 (The Louisiana Territory): This is the area of land the United States bought from France, doubling the size of the United States. Americans had not been to this part of North America. Lewis and Clark led an expedition through it.
 - Image Card 10 (Lewis and Clark): Lewis was chosen by Jefferson to explore the Louisiana Territory. Lewis chose Clark as his co-captain. Together with the Corps of Discovery, they explored the territory. They accomplished two of the three tasks Jefferson asked them to do.
- Tell students you will work together to start an informational paragraph about Lewis and Clark's expedition. Explain that students will finish the paragraph with a partner, and do so using digital tools.

Image Cards 8–10



Activity Page 7.1



Challenge

Have students who are ready write the informational paragraph independently.

TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contribution; **TEKS 1.11.E** Publish and share writing; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

- Explain that the paragraph should give a summary of Lewis and Clark's expedition. Explain that a summary is a way to use fewer words to share the most important information about something rather than telling every detail.
- Explain that the paragraph should begin with a sentence that gives an idea about the topic. Engage students in a brief discussion about how to start the paragraph.
- Write the first sentence on the board or chart paper. For example, you may wish to start the paragraph with the following:
 - Lewis and Clark explored the Louisiana Territory.
- Next, direct students' attention to the Three Tasks Chart and hand back Activity Page 7.1.
- Read the information on the chart aloud as students follow along on their own charts.
- Tell students to use the information on the chart and on Activity Page 7.1 to finish writing the paragraph with their partner, using available digital tools.
- Also, tell students to think about how to describe the tasks Lewis and Clark accomplished, or didn't, and whether or not the expedition was successful.
- Pair students to write/type. Circulate around the room, offering guidance and support as needed.
- Have student pairs share their paragraphs with other pairs or with the entire class.

End of Lesson

Support

Have students dictate sentences to a teacher to be recorded.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Interacting via Written English

Beginning

Have students dictate sentences about Lewis and Clark's expedition using familiar vocabulary to a teacher to be recorded.

Intermediate

Have students dictate sentences about Lewis and Clark's expedition using familiar vocabulary to a peer to be recorded.

Advanced/Advanced High

Have students write sentences about Lewis and Clark's expedition using familiar vocabulary independently.

ELPS 5.G

Domain Review

NOTE TO TEACHER

You should spend one day reviewing, reinforcing, or extending the material taught in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Locate the Appalachian Mountains on a map
- Describe Daniel Boone and his experiences
- Identify what the Wilderness Road refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to buy the city of New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and the Louisiana Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Describe Lewis and Clark's encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

REVIEW ACTIVITIES

Image Review

- You may show the Flip Book images from any Read-Aloud again and have students retell the Read-Aloud using the images.

Image Card Review

Materials: Image Cards 5, 7, 11–22

- Hold Image Cards 5, 7, and 11–22 in your hand, fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or say a clue about the picture s/he is holding.
- For example, for one of the tasks Lewis and Clark were to accomplish, a student may say, “This is one of the tasks that Lewis and Clark were supposed to accomplish.” The rest of the class will guess what person or object is being described.
- Proceed to another card when the correct answer has been given.

Image Cards 5, 7, 11–22



Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review particular people, events, or concepts.
- You may also choose to have students select a Read-Aloud to be heard again.

You Were There: Corps of Discovery

- Have students pretend that they were one of the people in the Corps of Discovery.
- Ask students to describe who they are and what they did.

Key Vocabulary Brainstorming

Materials: board/chart paper

- Give students a key vocabulary word such as *record*. Have them brainstorm everything that comes to mind when they hear the word, such as *journal*, *keeping track of things*, etc.
- Record their responses on the board or chart paper for reference.

Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I am Shoshone and was a guide and translator for Lewis, Clark, and the Corps of Discovery. Who am I? (*Sacagawea*)
 - I am a piece of land or territory that President Jefferson bought from France that doubled the size of the United States. What am I called? (*Louisiana Territory*)
 - We were hired by Thomas Jefferson to explore the Louisiana Territory. Who are we? (*Lewis and Clark*)

On Stage: Lewis and Clark and the Corps of Discovery

Note: This activity may require additional instruction on topics such as timing and voice.

- Have a group of students plan and then act out roles played by the important people discussed in this domain (e.g., Thomas Jefferson, James Monroe, Lewis, Clark, Sacagawea).

Writing Letters

Materials: paper, writing tools

- Have students choose a person or people who were introduced in this domain and about whom they wish they knew more.
- Ask them to brainstorm a list of questions they would ask that person or those people.
- Then, have them write letters to that person or those people using their lists of questions as starting points.

Using a Map

Materials: U.S. map

- Use a map of the United States to review various locations from the Read-Alouds. Ask questions such as the following:
 - Daniel Boone was one of the settlers who wanted to move west. Which mountain range was a barrier to moving west?
 - Daniel Boone wanted to move west into which state?
 - Lewis and Clark led the expedition to explore the Louisiana Territory. From which city did they begin their expedition?
 - Most of Lewis and Clark's journey was by boat. On which rivers did Lewis and Clark travel?
 - Lewis and Clark had to travel by foot for part of their journey. Which mountain range did they have to walk over?

Preparing for the Expedition

Materials: paper, drawing tools, writing tools

- Ask students to think about how Lewis and Clark prepared for their expedition.
- Have students make a list, and/or draw pictures, of everything Lewis and Clark needed for their expedition.
- Ask questions such as the following:
 - How would they prepare for this journey?
 - How might they get there?
 - Who might help them along the way?

Domain Assessment

This domain assessment evaluates each student's retention of the domain and academic vocabulary words and the core content targeted in *Frontier Explorers*. The results should guide review and remediation the following days.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Frontier Explorers*.

**PART I****TEKS 1.7.F****Activity Page DA.1**

Directions: I am going to ask a question using a word you have heard in the Read-Alouds. First I will say the word and then ask a question about it. If the answer to the question is *yes*, circle the thumbs up. If the answer to the question is *no*, circle the thumbs down. I will ask each question two times. Let's do number one together.

Note: For students who will be using the Activity Page from the Editable PDF Activity Book, please have them answer by typing "yes" if the sentence is correct and "no" if the sentence is incorrect.

1. **Woodsmen:** Do woodsmen live in cities and buy food at the grocery store?
(thumbs-down)
2. **Pioneers:** Are pioneers excited to go to new places and try new things?
(thumbs-up)
3. **Expedition:** Did Lewis and Clark's expedition take them across the United States all the way to the Pacific Ocean? (thumbs-up)
4. **Purchase:** When someone gives you something for free, does that mean you were able to purchase it? (thumbs-down)
5. **Guided:** Was the reason Sacagawea guided Lewis and Clark because she knew the way to cross the land? (thumbs-up)
6. **Protection:** When it snows, are flip flops a good form of protection for your feet? (thumbs-down)

7. **Frontier:** Was the frontier the area of North America east of the Appalachian Mountains? (*thumbs-down*)
8. **Barrier:** Is a fence a barrier that makes sure kids do not play on the grass? (*thumbs-up*)
9. **Translate:** When people translate, do they change words from one language into another language? (*thumbs-up*)
10. **Survive:** Did Lewis and Clark look for people who knew how to survive, or stay alive, in forests and on rivers and mountains. (*thumbs-up*)

Directions: Now I am going to ask more questions using other words you have heard and practiced. First I will say the word and then ask a question about it. If the answer to the question is yes, circle the thumbs-up. If the answer to the question is *no*, circle the thumbs-down. I will ask each question two times.

11. **Route:** Do some students see trees and grass on the route they take to school? (*thumbs-up*)
12. **Dull:** Are dull movies so exciting that you want to watch them over and over again? (*thumbs-down*)
13. **Brave:** Are people brave when they do what is right even when it is hard to do? (*thumbs-up*)
14. **Honored:** Are police officers and firefighters honored in many communities? (*thumbs-up*)
15. **Record:** Could a class project be to record the weather for a week? (*thumbs-up*)



PART II

TEKS 1.6.G

Directions: Listen to the following questions about important people who were instrumental in the expansion and exploration of the United States. Next to the number of the sentence I read, you will notice three possible choices. You will notice that the first two choices are always the same. Let's read them together: "Daniel Boone; Lewis and Clark." You will also notice that the last choice is usually different. I will read the three choices to you after I ask each question. Circle the choice being described in each question.

1. Who chose Lewis and Clark to carry out an expedition through the Louisiana Territory? (*Thomas Jefferson*)

Activity Page DA.2



2. Who was the third president of the United States, who arranged for the Louisiana Purchase? (*Thomas Jefferson*)
3. Who did Jefferson hire to lead the Corps of Discovery in exploration of the Louisiana Territory? (*Lewis and Clark*)
4. Who was already living in the Louisiana Territory before the Corps of Discovery started their expedition? (*Native Americans*)
5. Who was the trailblazer who made the Wilderness Road so that other colonists could cross the Appalachian Mountains? (*Daniel Boone*)
6. Who recorded many new plants and animals in their journals? (*Lewis and Clark*)
7. Who was a woodsman and hunter known for his good aim; some say he could even shoot a tick off a deer? (*Daniel Boone*)
8. Who was a guide and translator for the Corps of Discovery? (*Sacagawea*)
9. Who traveled by foot through the Rocky Mountains because there wasn't an all-water route to the Pacific Ocean? (*Lewis and Clark*)
10. Who finally got to see the Pacific Ocean before heading for home? (*Lewis and Clark*)



PART III

TEKS 1.6.G

Activity Page DA.3



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.

Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

REMEDIATION

- You may choose to regroup students according to particular area of instructional need, as indicated from Domain Assessment results.
- Remediation opportunities include:
 - targeting Review Activities
 - revisiting lesson Applications
 - rereading and discussing select Read-Alouds
 - using the corresponding activities in Language Studio

ENRICHMENT

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review particular people, events, or concepts.
- You may also choose to have students select a Read-Aloud to be heard again.

You Were There: Corps of Discovery

- Have students pretend that they were one of the people in the Corps of Discovery.
- Ask students to describe who they are and what they did.

On Stage: Lewis and Clark and the Corps of Discovery

Note: This activity may require additional instruction in the topics of timing and voice.

- Have a group of students plan and then act out roles played by the important people discussed in this domain (e.g., Thomas Jefferson, James Monroe, Lewis, Clark, Sacagawea)

Writing Letters

Materials: paper, writing tools

- Have students choose a person or people who were introduced in this domain and about whom they wish they knew more.
- Ask them to brainstorm a list of questions they would ask that person or those people.
- Then, have them write letters to that person or those people using their lists of questions as starting points.

Sign Language

- Remind students that often the Native American tribes and Lewis and Clark used sign language to communicate since they didn't know the same spoken language.
- In pairs, have students try to communicate with each other without talking, using only signs they can make with their hands, arms, facial expressions, etc.
- Discuss with students the difficulties this may have presented.

Class Book: Frontier Explorers

Materials: paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain.
- Have students brainstorm important information about Daniel Boone and Lewis and Clark.
- Have each student choose one idea to draw a picture of, and then write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.

Using a Map

Materials: U.S. map

- Use a map of the United States to review various locations from the Read-Alouds. Ask questions such as the following:
 - Daniel Boone was one of the settlers who wanted to move west. Which mountain range was a barrier to moving west?
 - Which city did President Jefferson want to buy from France?
 - Which river was important for trade and access to the ocean?
 - Lewis and Clark led the expedition to explore the Louisiana Territory. From which city did they begin their expedition?
 - Most of Lewis and Clark’s journey was by boat. On which rivers did Lewis and Clark travel?
 - Lewis and Clark had to travel by foot for part of their journey. Which mountain range did they have to walk over?
 - Which ocean were Lewis and Clark trying to reach?
- Have them brainstorm new ways that Lewis and Clark could have reached the Pacific Ocean.

Sayings and Phrases: “If at First You Don’t Succeed, Try, Try Again”

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied, or figurative, meanings.

- Ask students if they have ever heard the saying “if at first you don’t succeed, try, try again.”
- Explain to students that the saying means that you shouldn’t stop trying even if you fail at something the first time.
- Have students repeat the saying after you.
- Explain to students that in one of the Read-Alouds, they heard about the problems Lewis and Clark encountered when the river divided into two parts and they had to figure out which river to continue following. They knew that the correct river would have a waterfall, so they decided to try and find the waterfall.

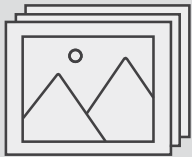
- Explain that first, they tried splitting up and going down each of the two rivers to find the waterfall, but they did not succeed in finding it.
- Explain that Lewis and Clark did not give up, though. Share that Lewis and Clark may have said, “If at first you don’t succeed, try, try again.” They tried walking over land to find the waterfall, and this time they did find the waterfall! If Lewis and Clark had given up after their first try, they would never have found the waterfall.
- Explain that just because their first try was unsuccessful, Lewis and Clark did not give up; they tried a second time—and were successful!
- Have students share experiences in which they failed at something at first, but then kept trying until they were successful.

Timeline

Materials: timeline, Image Cards 1–5, 7–10

- Remove all the Image Cards from the timeline.
- Give each Image Card to student pairs or small groups of students.
- Have each pair/small group discuss their Image Card and be ready to explain it to the class.
- Have each pair/small group describe their Image Card to the class and place it on the timeline in the appropriate place.
- When all Image Cards have been placed, review the sequence of events and people on the Image Cards.
- You may also choose to have students create and/or add additional Image Cards to add more details to the timeline (e.g., Monroe meeting Napoleon, Lewis and Clark seeing the Pacific Ocean for the first time)

Image Cards 1–5, 7–10



Teacher Resources

Grade 1	Knowledge 10
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 Activity Page

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



Knowledge 10

Answers may vary, but should relate to the Appalachian Mountains and settlers' eagerness to move west.

Knowledge 10 Frontier Explorers

NAME: _____
DATE: _____

2.1 Activity Page

Somebody	Daniel Boone
Wanted	to go west.
But	the Appalachian Mountains were a natural barrier.
So	he hired people to help him widen Native American trails.
Then	more people could cross the mountains on the Wilderness Road.

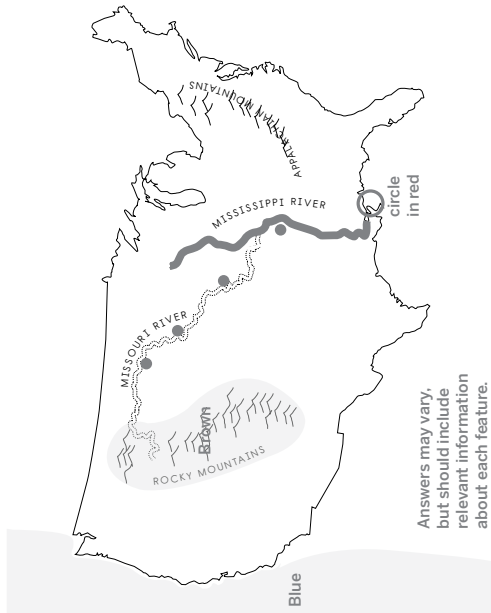
Knowledge 10

Knowledge 10 Frontier Explorers

NAME: _____
DATE: _____

3.1 Activity Page

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



Knowledge 10

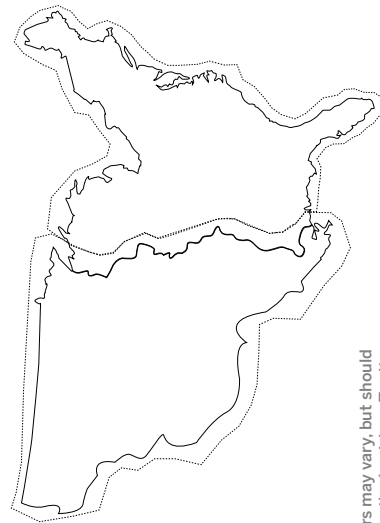
Answers may vary, but should include relevant information about each feature.

Knowledge 10 Frontier Explorers

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.



Knowledge 10

Answers may vary, but should relate to the Louisiana Territory.

Knowledge 10 Frontier Explorers

NAME: _____
DATE: _____

PP.1
Activity Page

Directions: Listen to your teacher's directions.

Knowledge 10
Frontier Explorers

1.
2.
3.
4.
5.
6.
7.
8.

Knowledge 10
Frontier Explorers

NAME: _____
DATE: _____

DA.1
Assessment




Directions: Listen to your teacher's instructions.




Knowledge 10
Frontier Explorers




11.
12.
13.
14.
15.




Knowledge 10
Frontier Explorers




NAME: _____ DA.2 **Assessment**
 DATE: _____

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




Directions: Listen to your teacher's instructions.




Knowledge 10 Frontier Explorers

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

Knowledge 10 Frontier Explorers

NAME: _____ DA.3 **Assessment**
 DATE: _____

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 of territory that represents the Louisiana Purchase and color it green.



Knowledge 10 Frontier Explorers

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 10

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D10: p. 20, D10: p. 24, D10: p. 49, D10: p. 52
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	D10: p. 35, D10: p. 38, D10: p. 66, D10: p. 69, D10: p. 88, D10: p. 91, D10: p. 103, D10: p. 106, D10: p. 116, D10: p. 119, D10: p. 129, D10: p. 132, D10: p. 145, D10: p. 148
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	D10: p. 6, D10: p. 10, D10: p. 77, D10: p. 80, D10: p. 87, D10: p. 145, D10: p. 156
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 1.2.A.i	producing a series of rhyming words;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	

(B) demonstrate and apply phonetic knowledge by:

TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 10

Correlation—Teacher's Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and rcontrolled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	D10: p. 6, D10: p. 12, D10: p. 20, D10: p. 26, D10: p. 35, D10: p. 40, D10: p. 49, D10: p. 54, D10: p. 60, D10: p. 66, D10: p. 71, D10: p. 75, D10: p. 77, D10: p. 82, D10: p. 88, D10: p. 93, D10: p. 103, D10: p. 108, D10: p. 116, D10: p. 121, D10: p. 129, D10: p. 134, D10: p. 145, D10: p. 150
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	D10: p. 20, D10: p. 24, D10: p. 49, D10: p. 52
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	D10: p. 145, D10: p. 148, D10: p. 150

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 10

Correlation—Teacher's Guide

TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	D10: p. 66, D10: p. 75
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	D10: p. 6, D10: p. 12, D10: p. 20, D10: p. 26, D10: p. 35, D10: p. 40, D10: p. 49, D10: p. 54, D10: p. 66, D10: p. 71, D10: p. 77, D10: p. 82, D10: p. 88, D10: p. 93, D10: p. 103, D10: p. 108, D10: p. 116, D10: p. 121, D10: p. 129, D10: p. 134, D10: p. 145, D10: p. 150
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	D10: p. 6, D10: p. 18, D10: p. 35, D10: p. 46, D10: p. 49, D10: p. 60, D10: p. 77, D10: p. 87
TEKS 1.7.C	use text evidence to support an appropriate response	
TEKS 1.7.D	retell texts in ways that maintain meaning	
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	D10: p. 20, D10: p. 32, D10: p. 77, D10: p. 87, D10: p. 88, D10: p. 100, D10: p. 103, D10: p. 114, D10: p. 116, D10: p. 126, D10: p. 129, D10: p. 141
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	D10: p. 20, D10: p. 32, D10: p. 49, D10: p. 60, D10: p. 66, D10: p. 71, D10: p. 77, D10: p. 82, D10: p. 88, D10: p. 93, D10: p. 116, D10: p. 121, D10: p. 145, D10: p. 150
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	
TEKS 1.8.D	describe the setting	

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(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	

(D) recognize characteristics and structures of informational text, including:

TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.D.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.D.F	recognize characteristics of multimodal and digital texts	

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and thirdperson texts	
TEKS 1.10.E	listen to and experience first- and thirdperson texts	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	

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(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	D10: p. 35, D10: p. 46
TEKS 1.11.D.x	correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	D10: p. 145, D10: p. 156
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	D10: p. 145, D10: p. 156
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D10: p. 32, D10: p. 60
ELPS 1.F	use accessible language and learn new and essential language in the process	D10: p. 19, D10: p. 32, D10: p. 48
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D10: p. 75
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	D10: p. 60

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ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D10: p. 24, D10: p. 30, D10: p. 44, D10: p. 53, D10: p. 85, D10: p. 92, D10: p. 98, D10: p. 112, D10: p. 119, D10: p. 139
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D10: p. 24, D10: p. 30, D10: p. 44, D10: p. 53, D10: p. 85, D10: p. 92, D10: p. 98, D10: p. 112, D10: p. 119, D10: p. 139
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D10: p. 74
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D10: p. 125
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D10: p. 10, D10: p. 59

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ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics	D10: p. 16, D10: p. 81, D10: p. 87, D10: p. 126, D10: p. 132, D10: p. 149
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D10: p. 10
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D10: p. 10
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D10: p. 38, D10: p. 69, D10: p. 101, D10: p. 107, D10: p. 115, D10: p. 127, D10: p. 142, D10: p. 155
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

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ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	D10: p. 38, D10: p. 69, D10: p. 101, D10: p. 107, D10: p. 115, D10: p. 127, D10: p. 142, D10: p. 155
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	D10: p. 16, D10: p. 81, D10: p. 87, D10: p. 126, D10: p. 132, D10: p. 149
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D10: p. 75
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D10: p. 157

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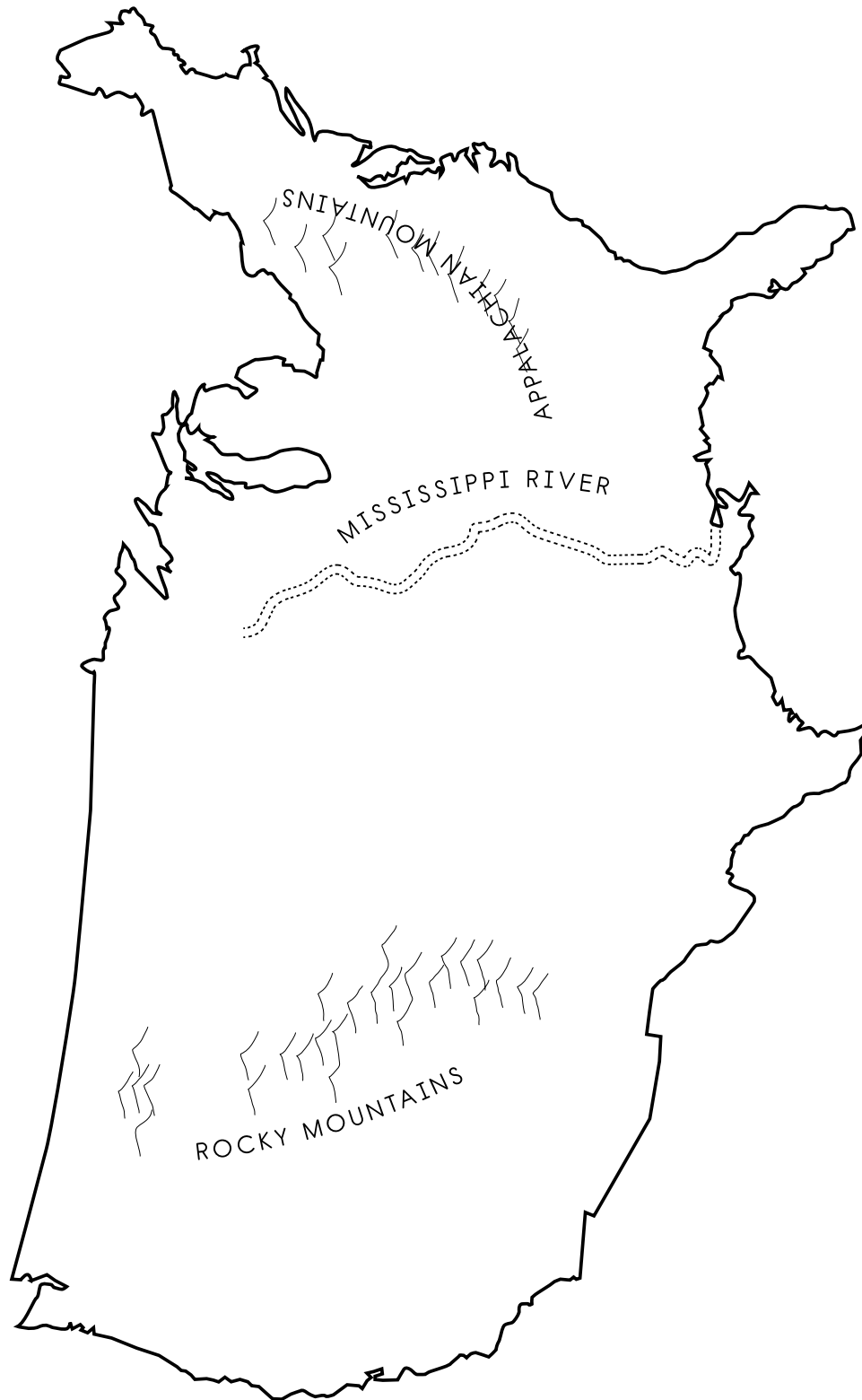
NAME: _____

DATE: _____

1.1

Activity Page

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



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: _____

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

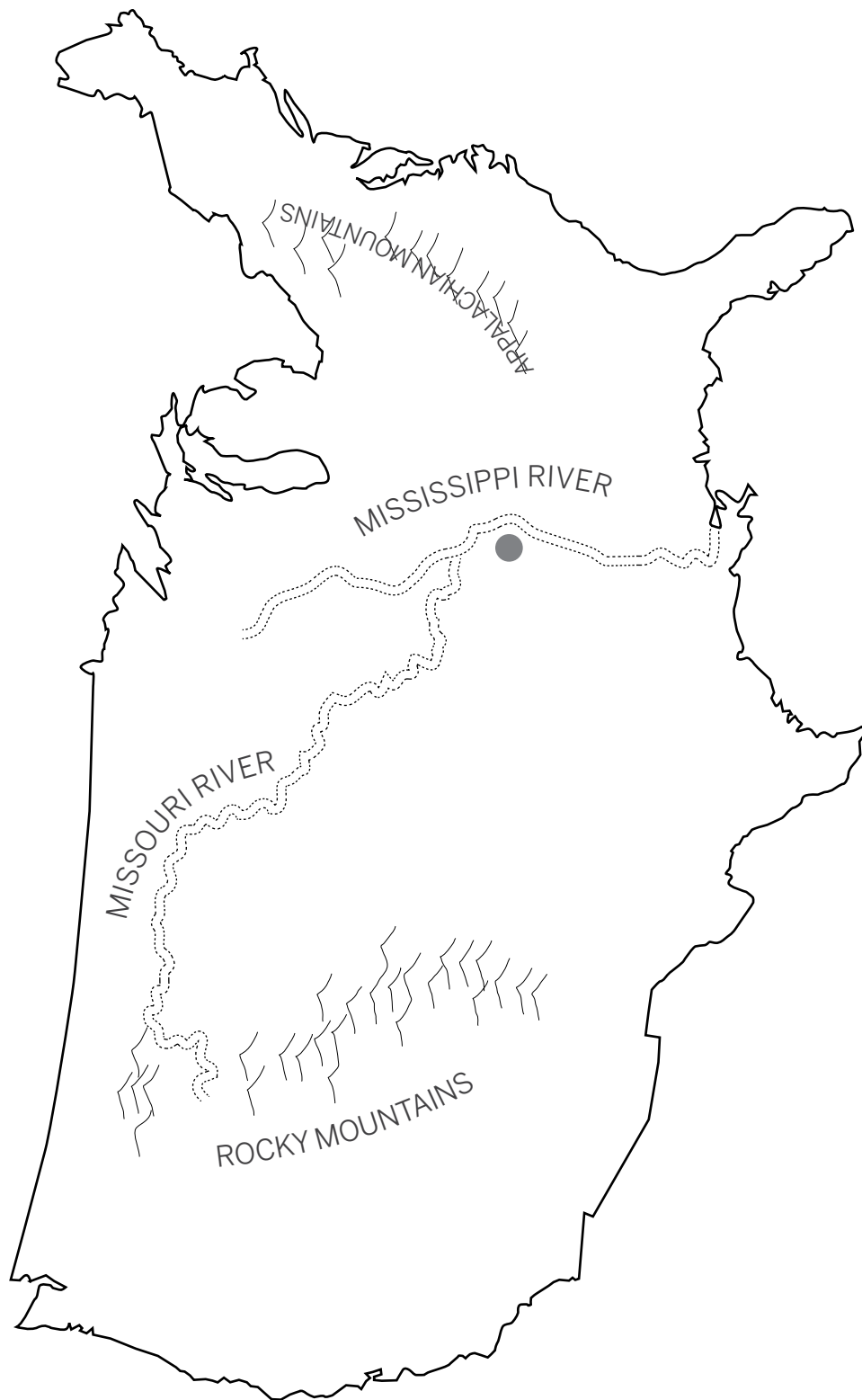
NAME: _____

DATE: _____

3.1

Activity Page

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



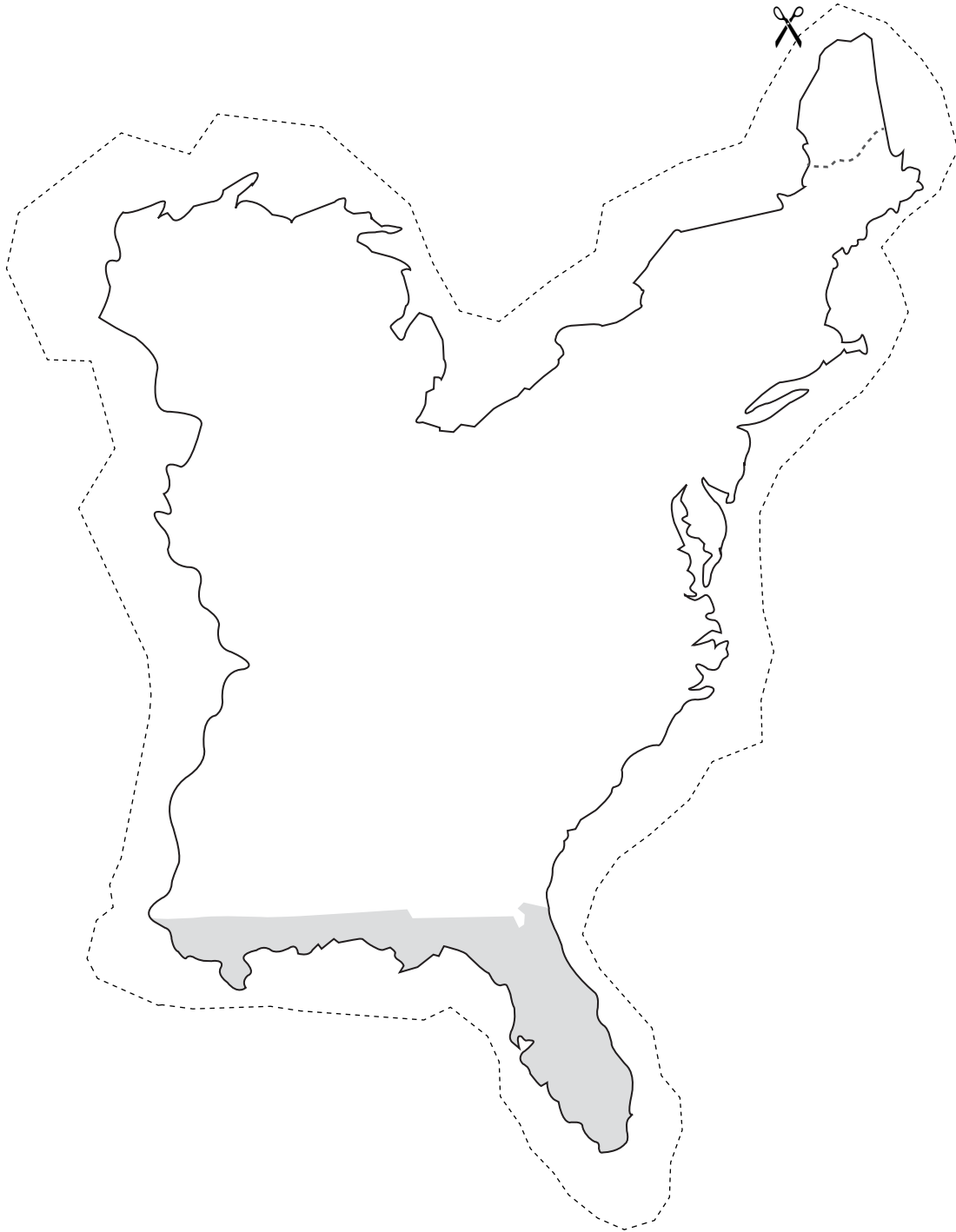
NAME: _____

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.

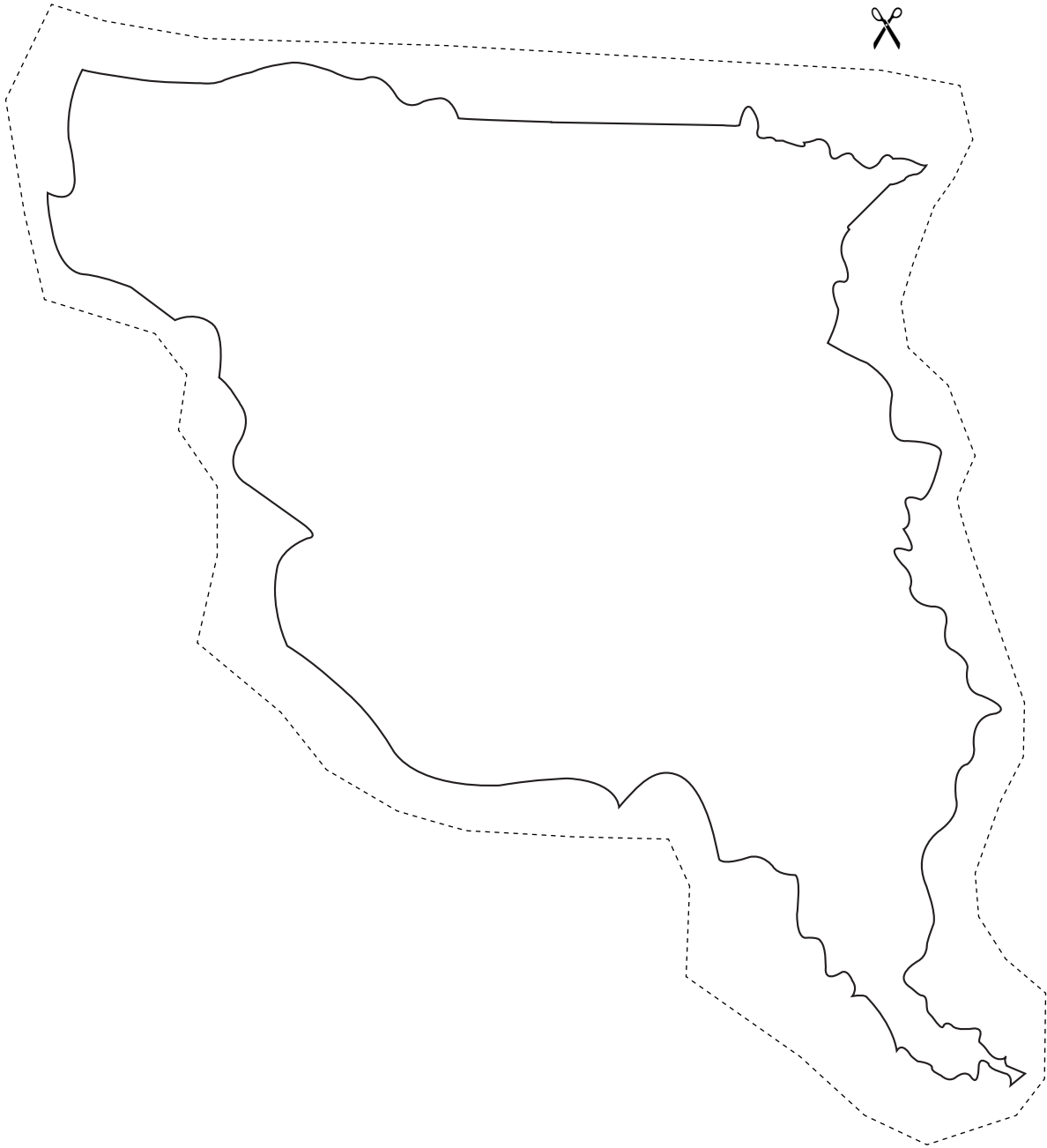


NAME: _____

DATE: _____

4.1
CONTINUED

Activity Page

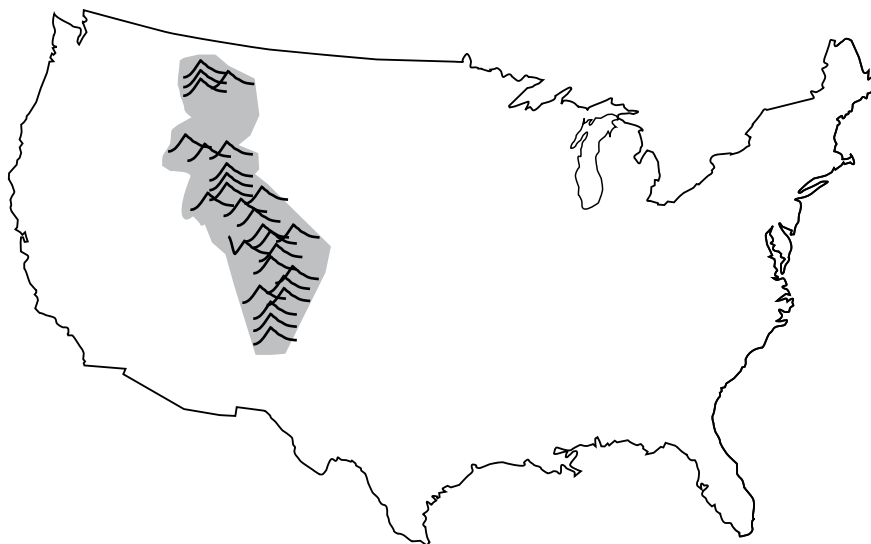


NAME: _____

DATE: _____

PP.1

Activity Page



Directions: Listen to your teacher's directions.

1.



2.



3.



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 Dollar Coin

If possible, show your student a dollar coin and point out Sacagawea.

4. Borrow a Book

Set aside time to read to your student each day.

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



15.



NAME: _____

DA.2

Assessment

DATE: _____

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

Directions: Listen to your teacher's instructions.

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

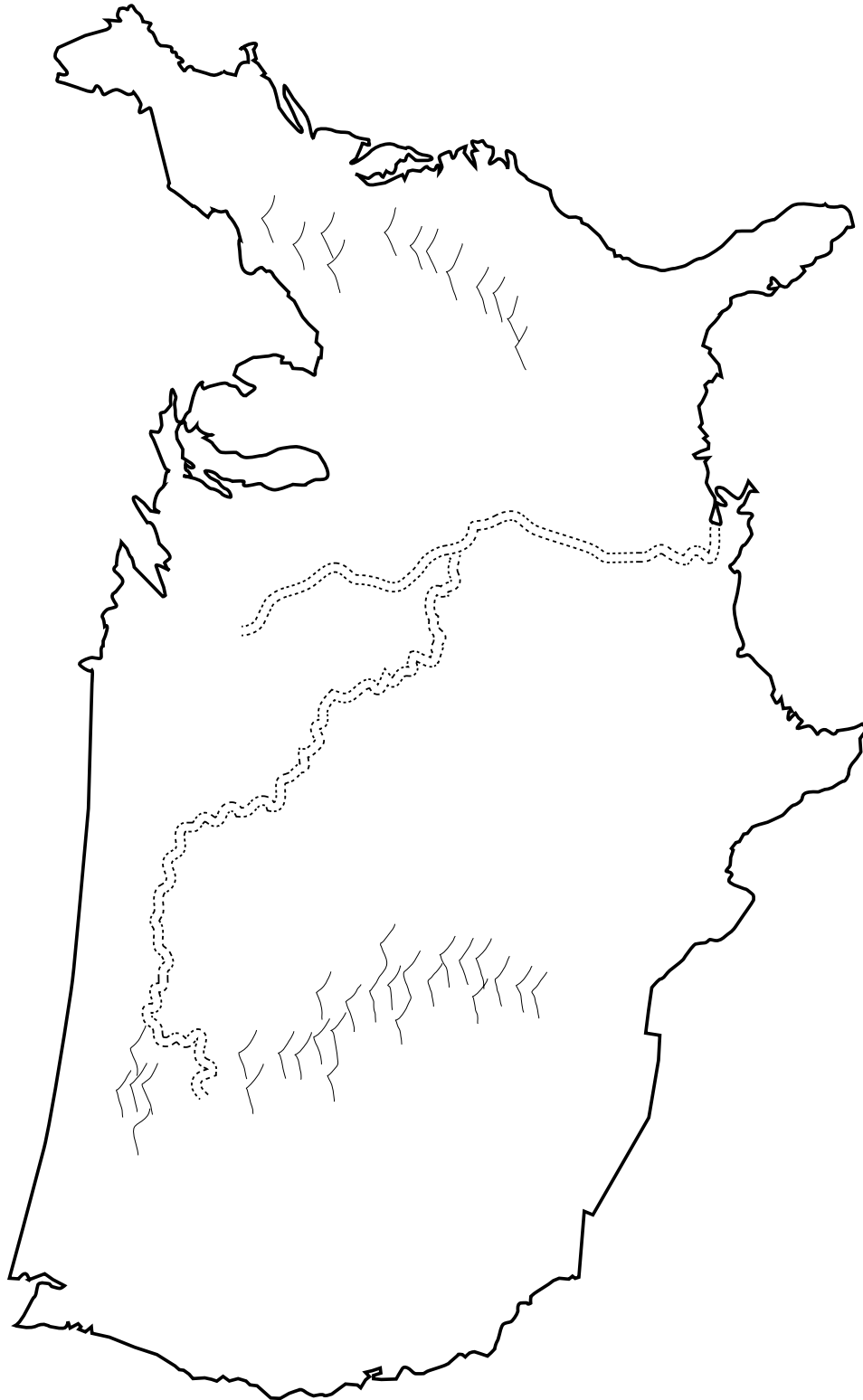
NAME: _____

DA.3

Assessment

DATE: _____

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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Grade 1 | Knowledge 10 | Activity Book
Frontier Explorers

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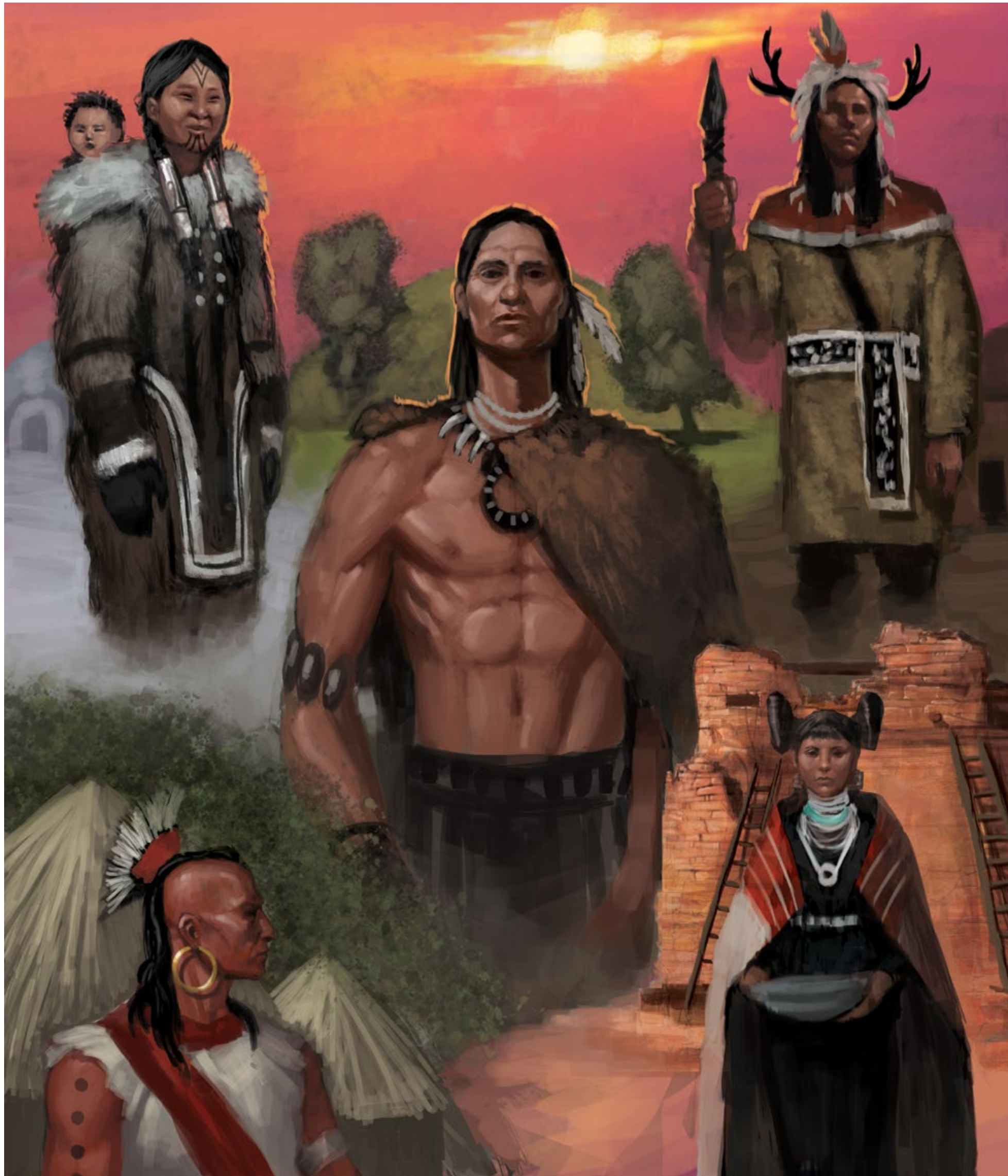
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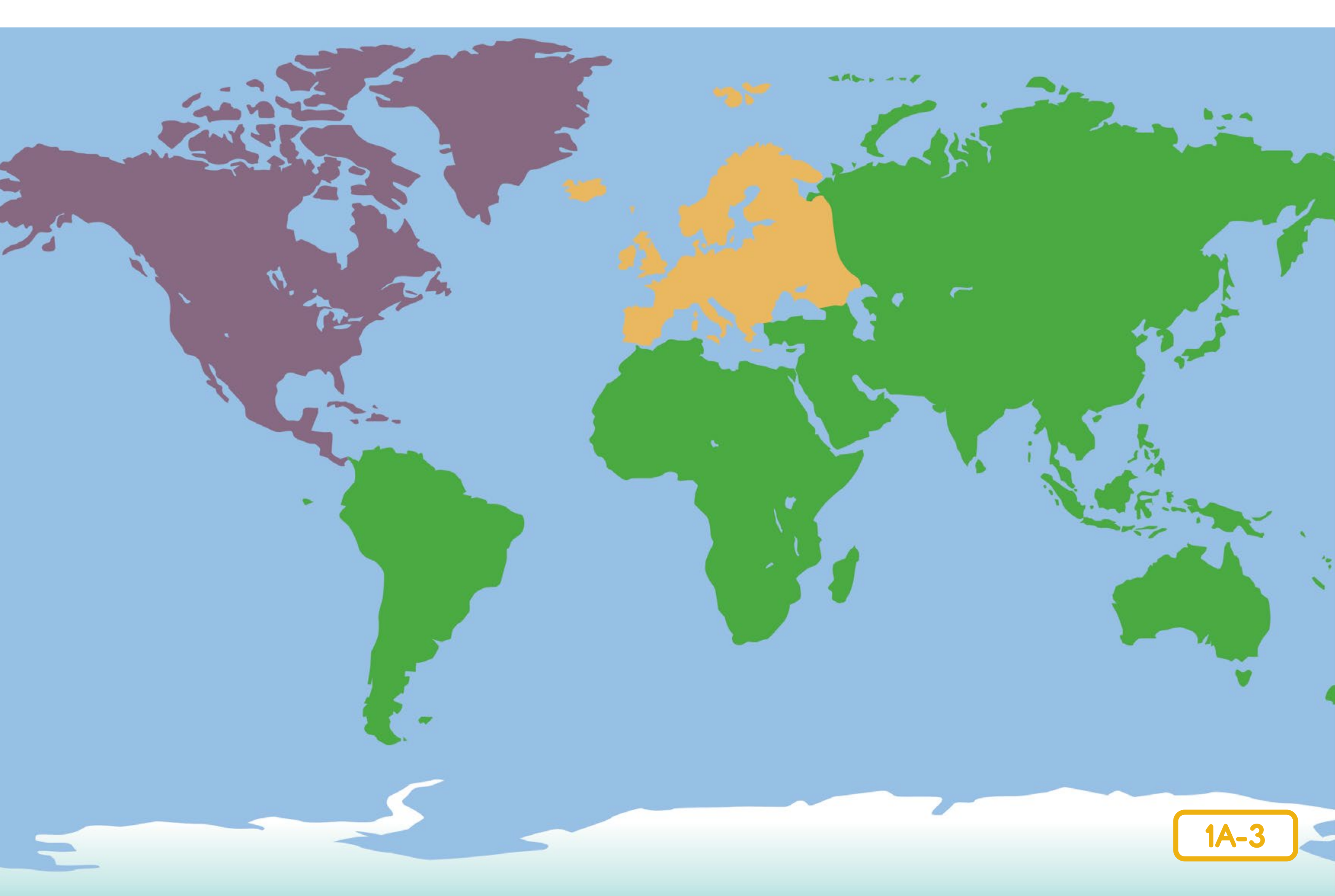
Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Frontier Explorers*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.

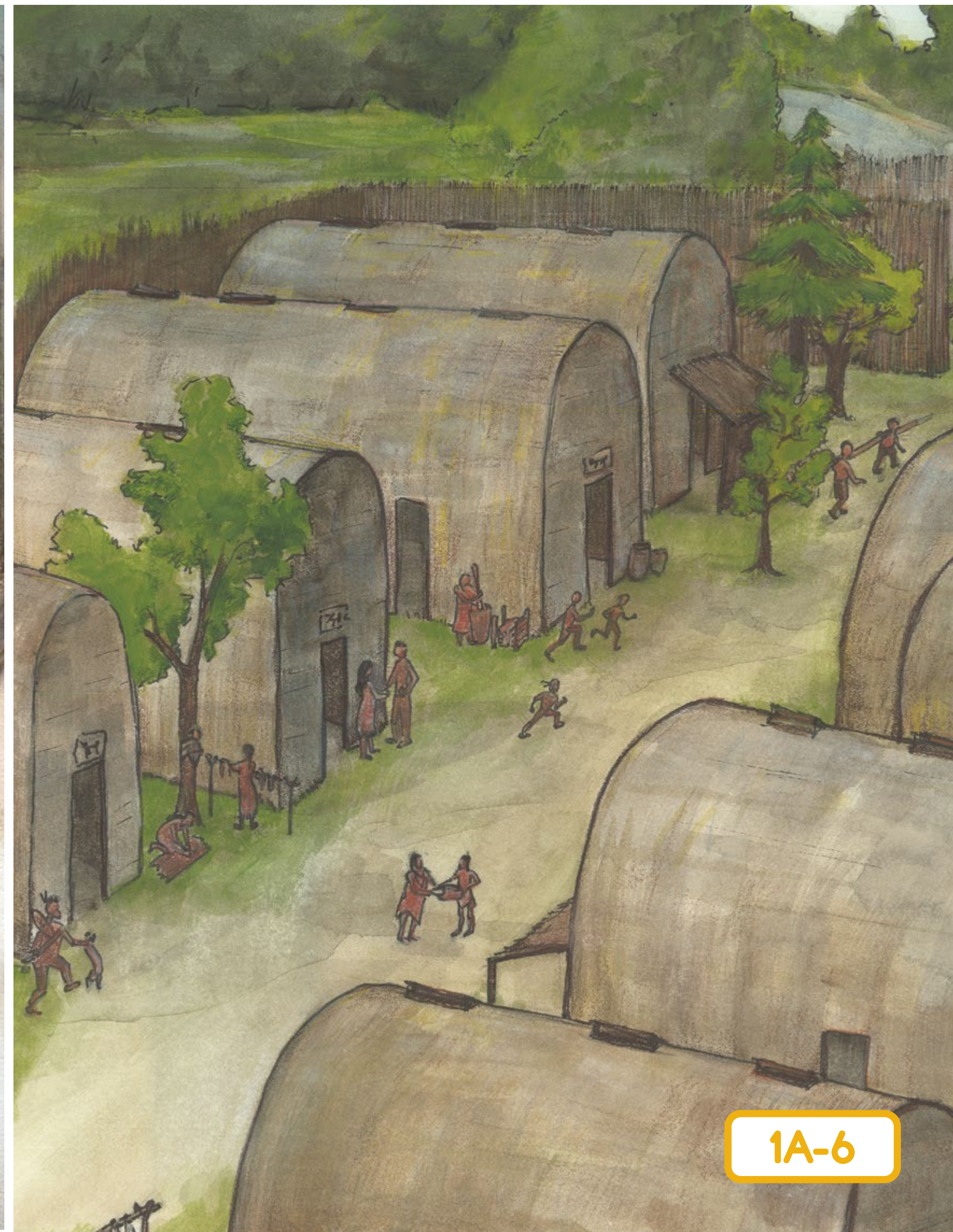


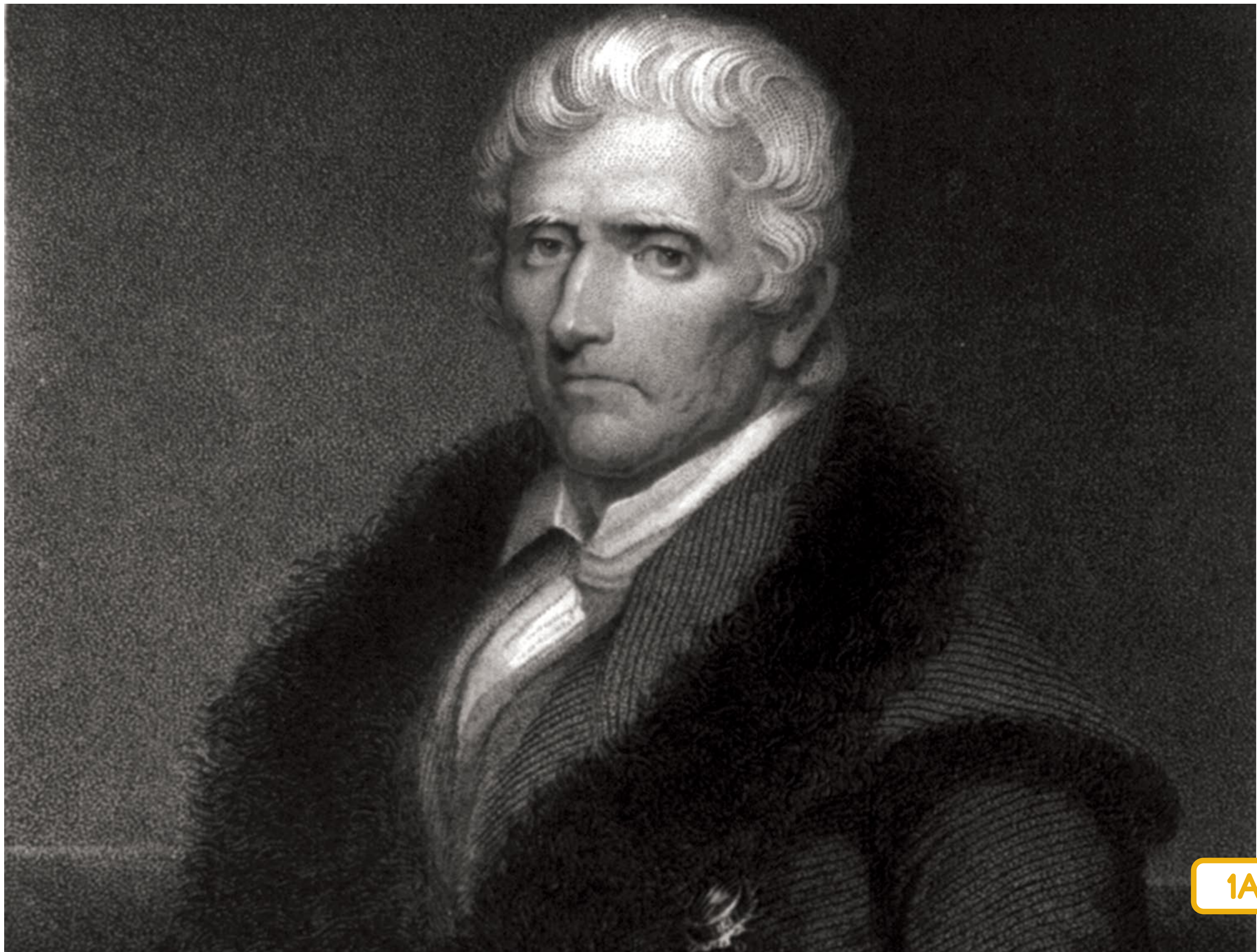




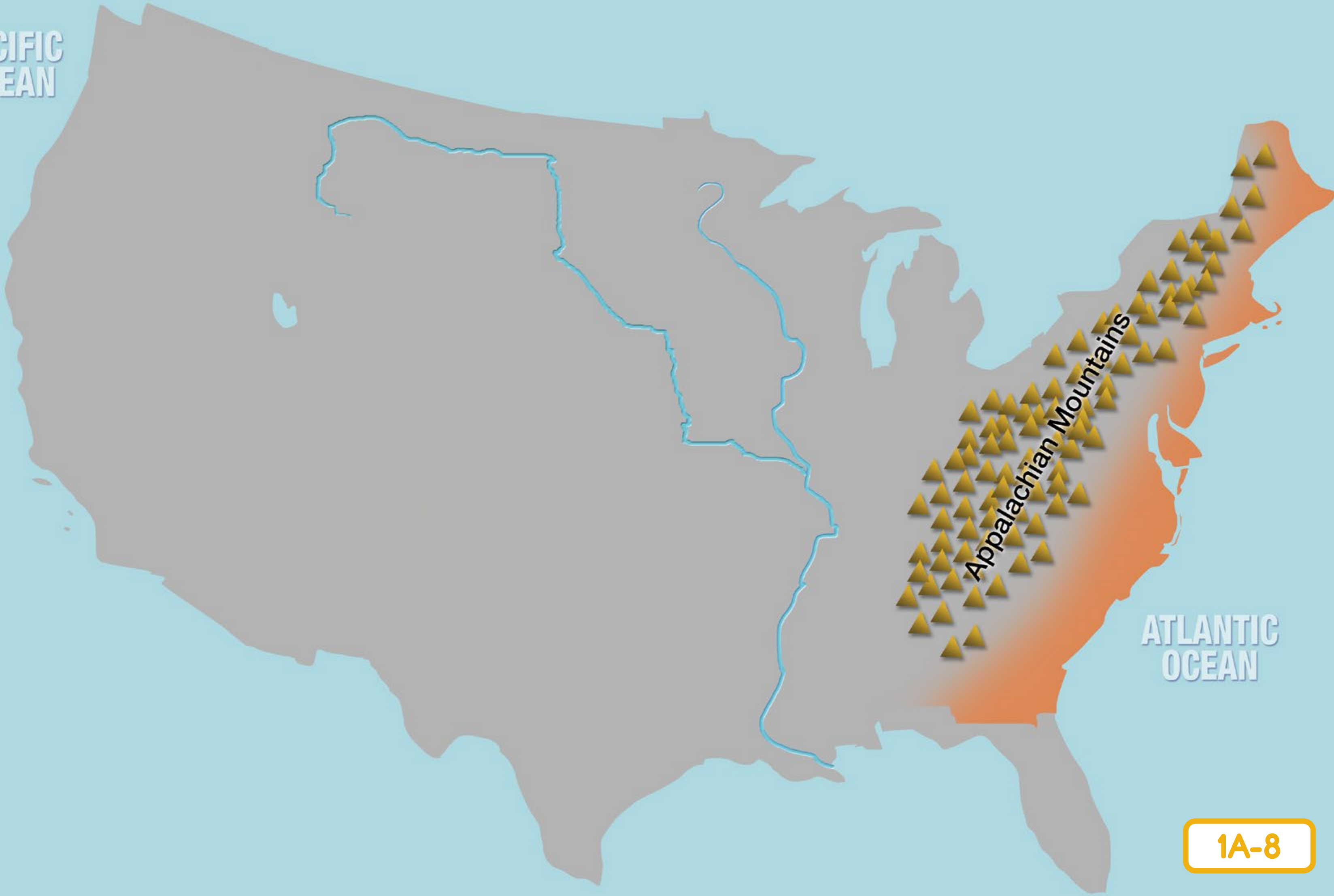








PACIFIC
OCEAN



ATLANTIC
OCEAN

Appalachian Mountains





2A-2



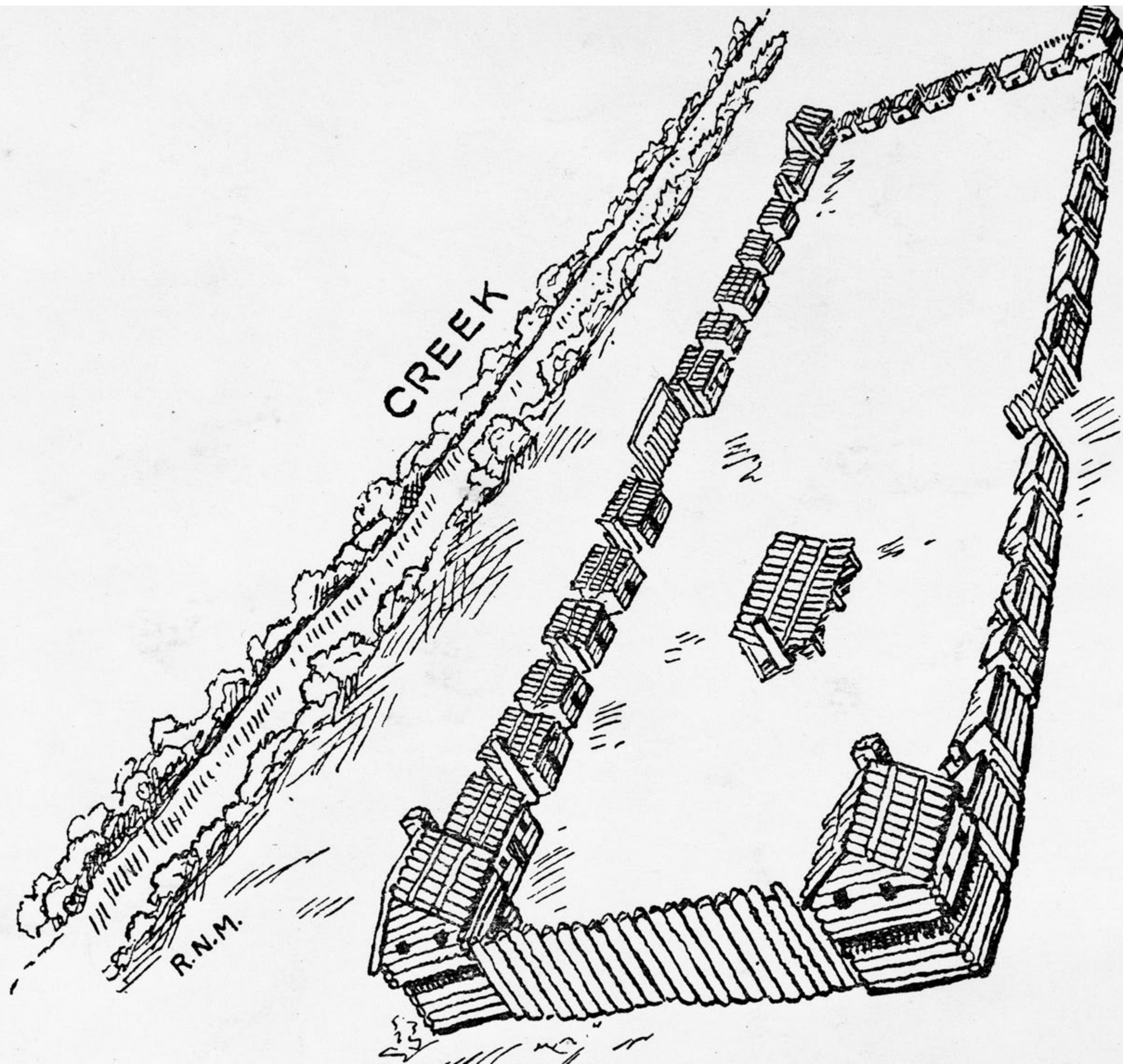


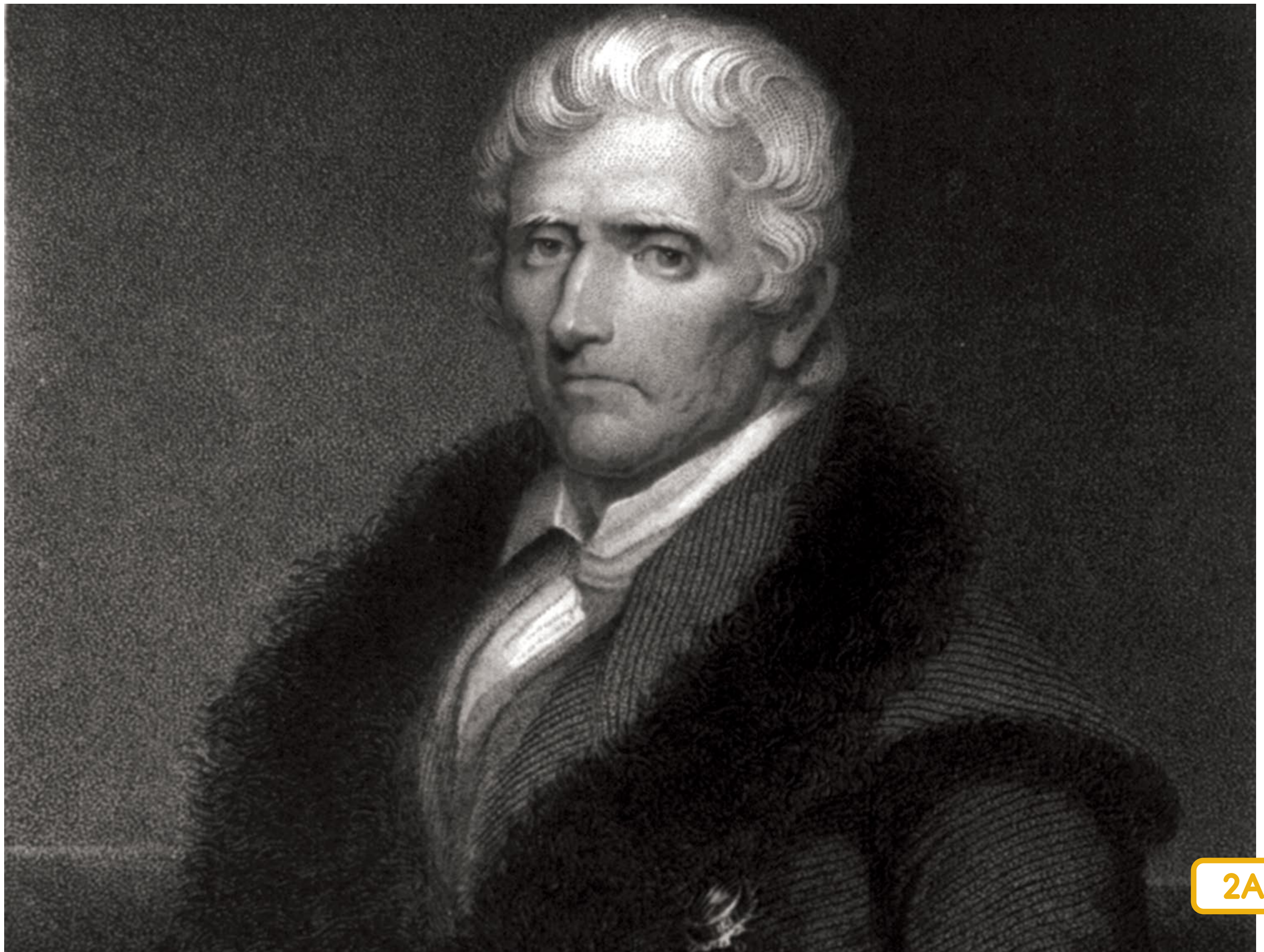




2A-6







PACIFIC
OCEAN

Rocky Mountains

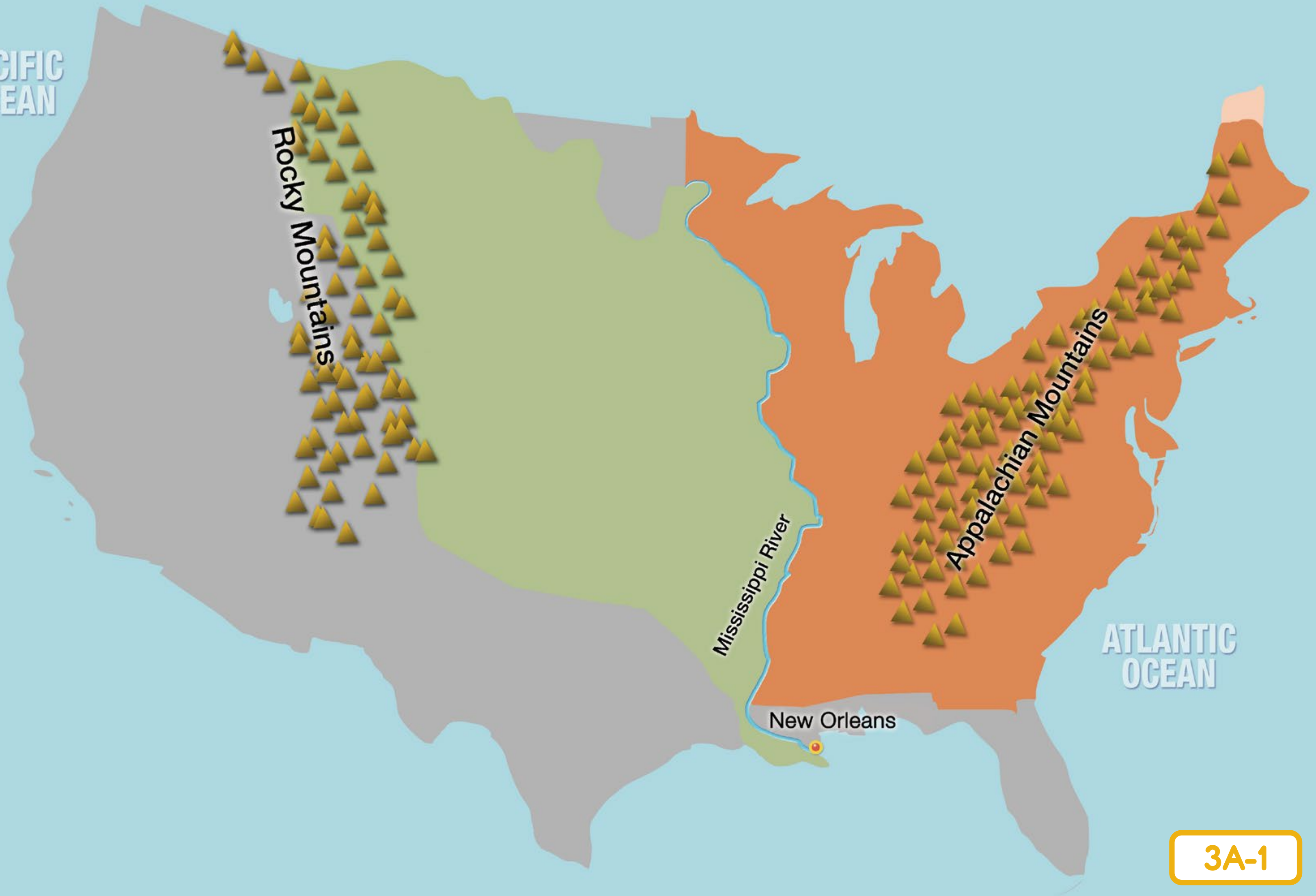
Mississippi River

New Orleans

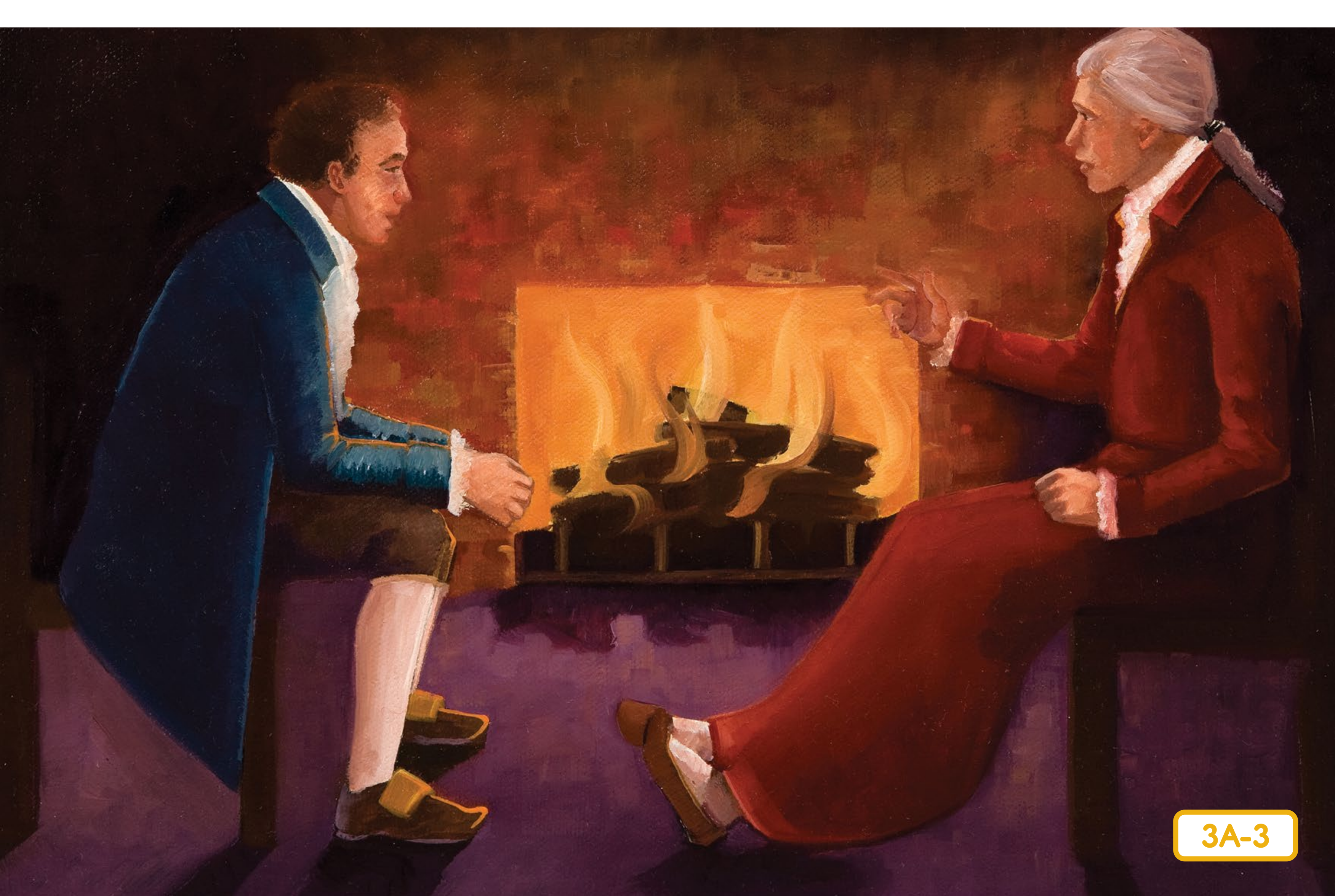
Appalachian Mountains

ATLANTIC
OCEAN

3A-1







PACIFIC
OCEAN

Rocky Mountains

Mississippi River

New Orleans

Appalachian Mountains

ATLANTIC
OCEAN













PACIFIC
OCEAN

Rocky Mountains

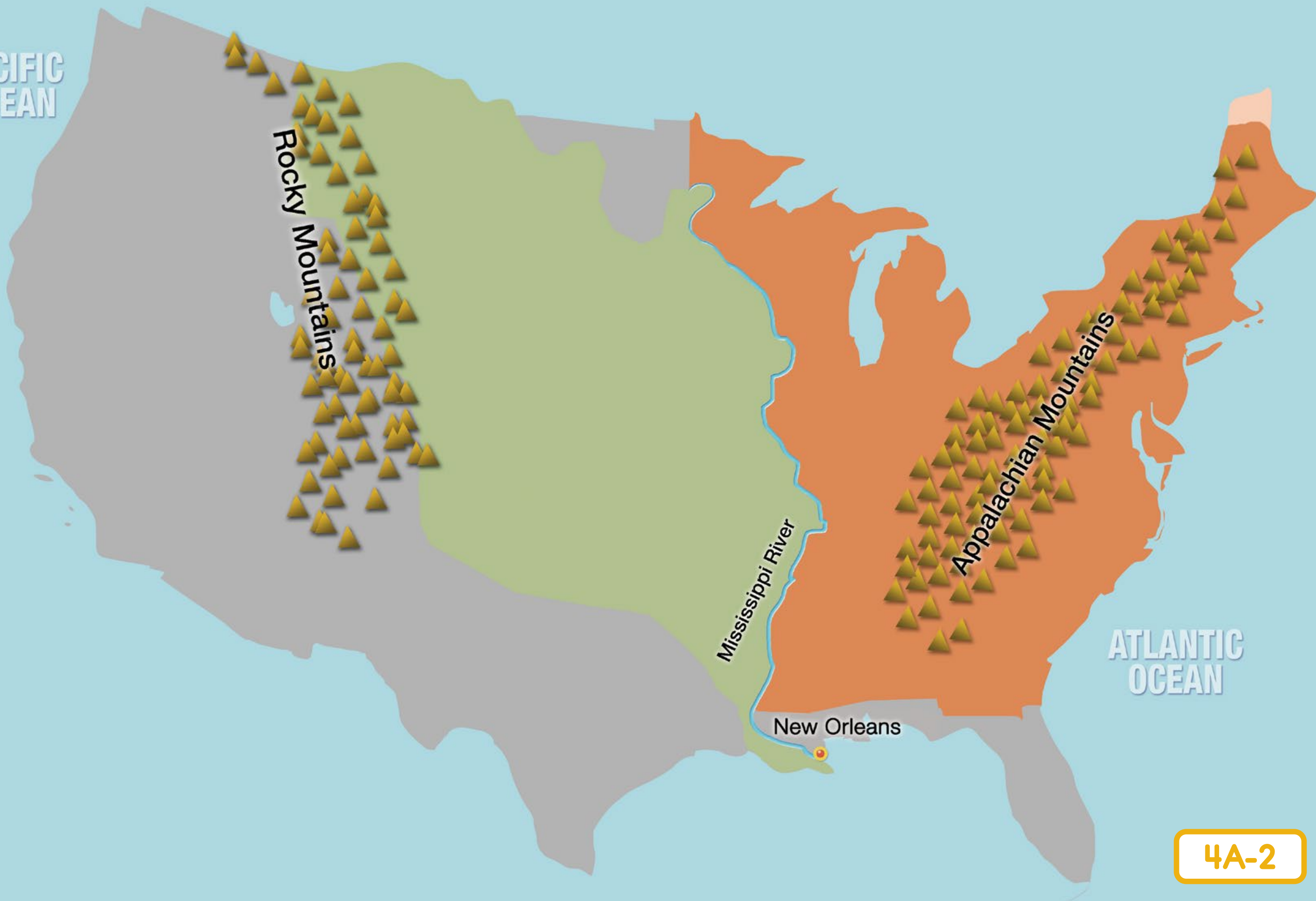
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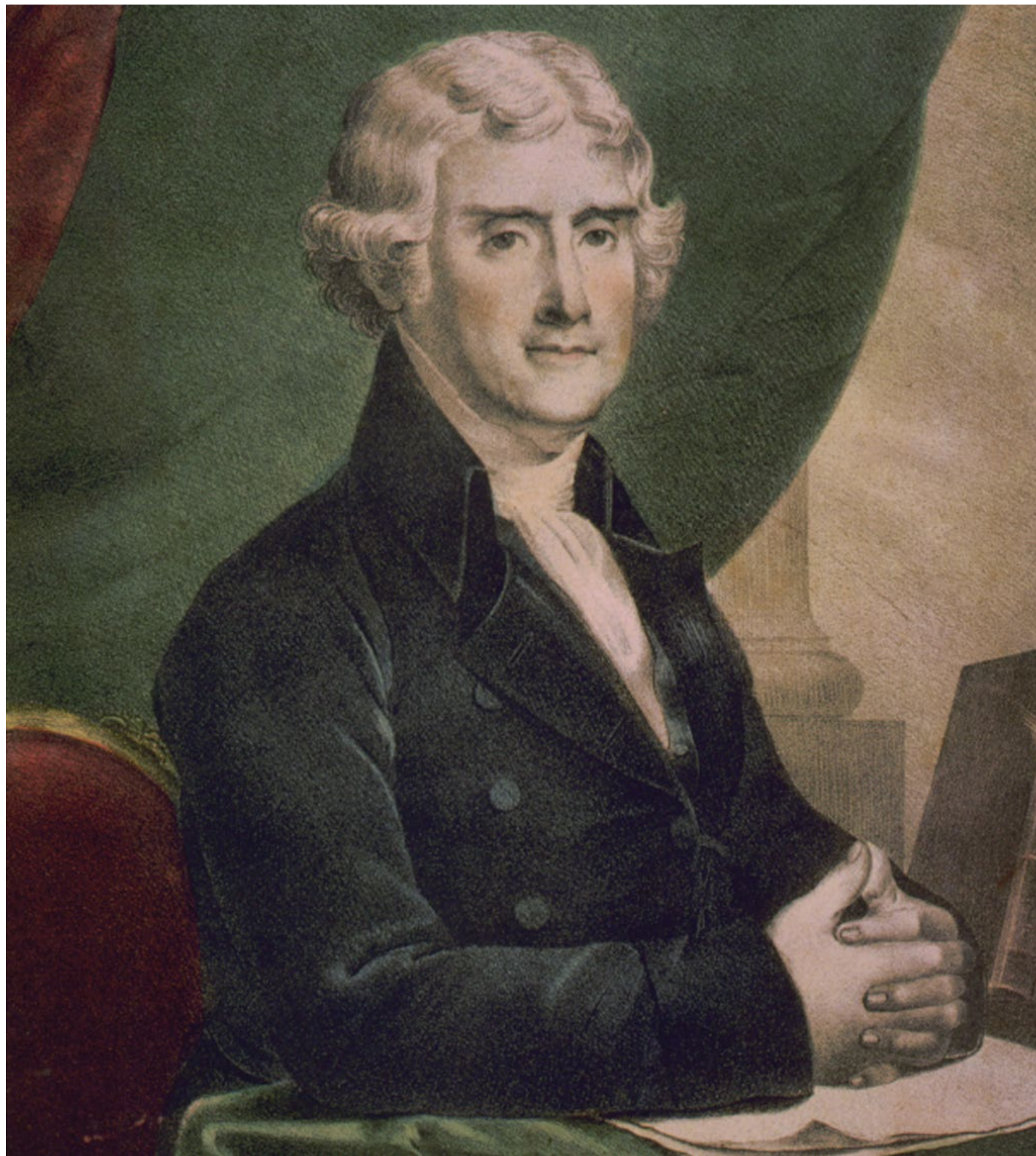
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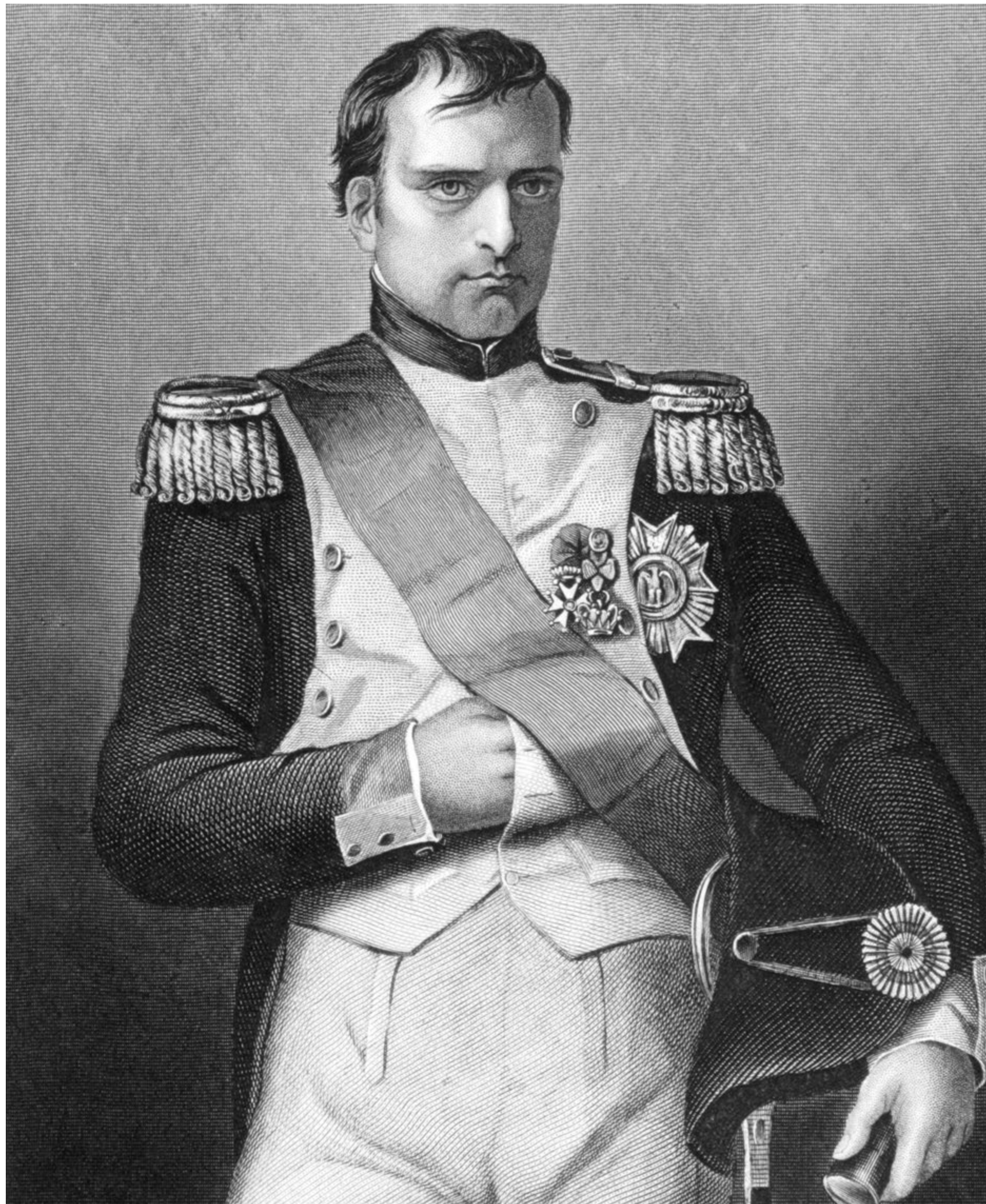
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OCEAN

4A-2











PACIFIC
OCEAN

Rocky Mountains

Mississippi River

New Orleans

Appalachian Mountains

ATLANTIC
OCEAN

4A-7









PACIFIC
OCEAN

Rocky Mountains

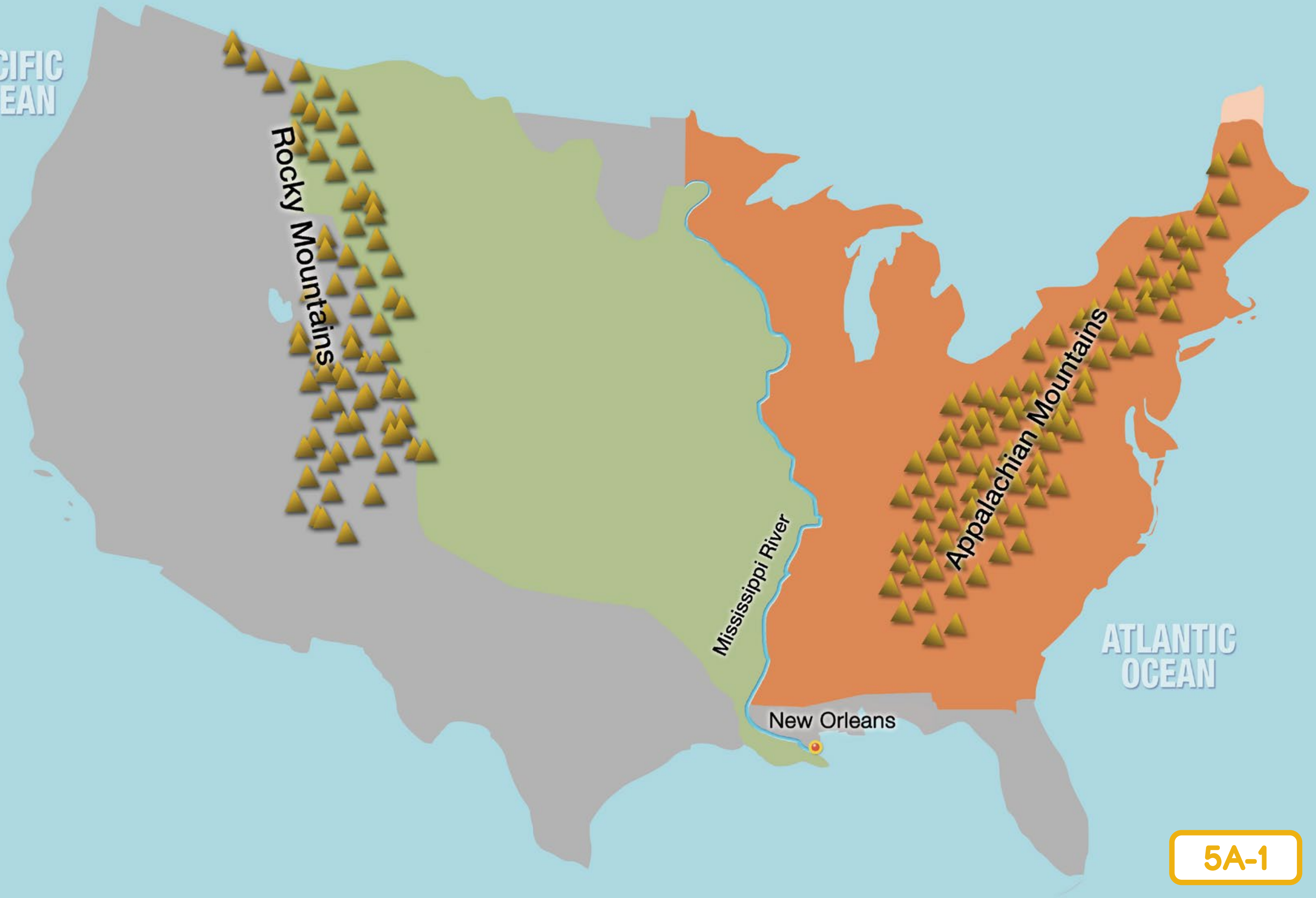
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New Orleans

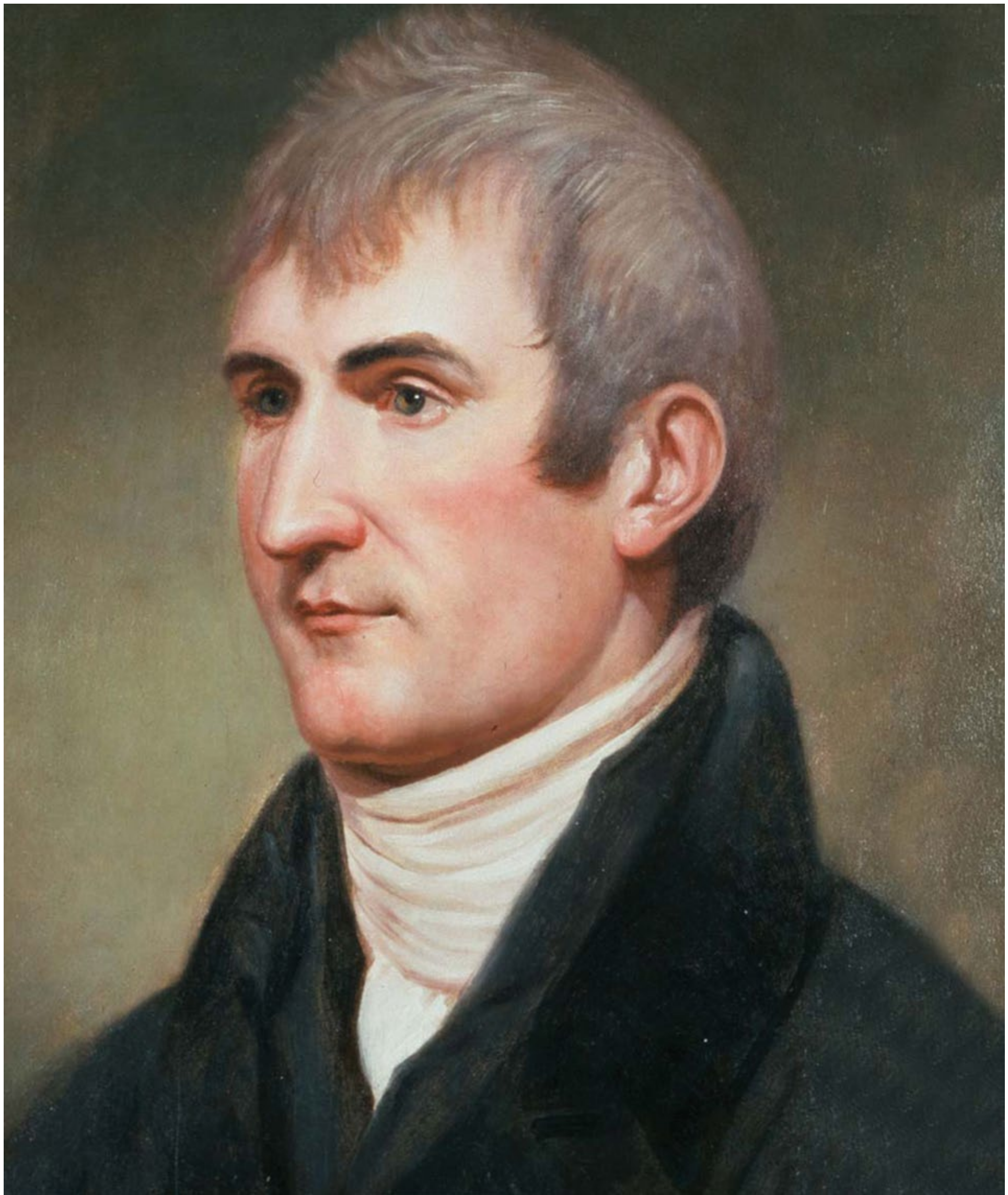
Appalachian Mountains

ATLANTIC
OCEAN

5A-1







PACIFIC
OCEAN

Rocky Mountains

Missouri River

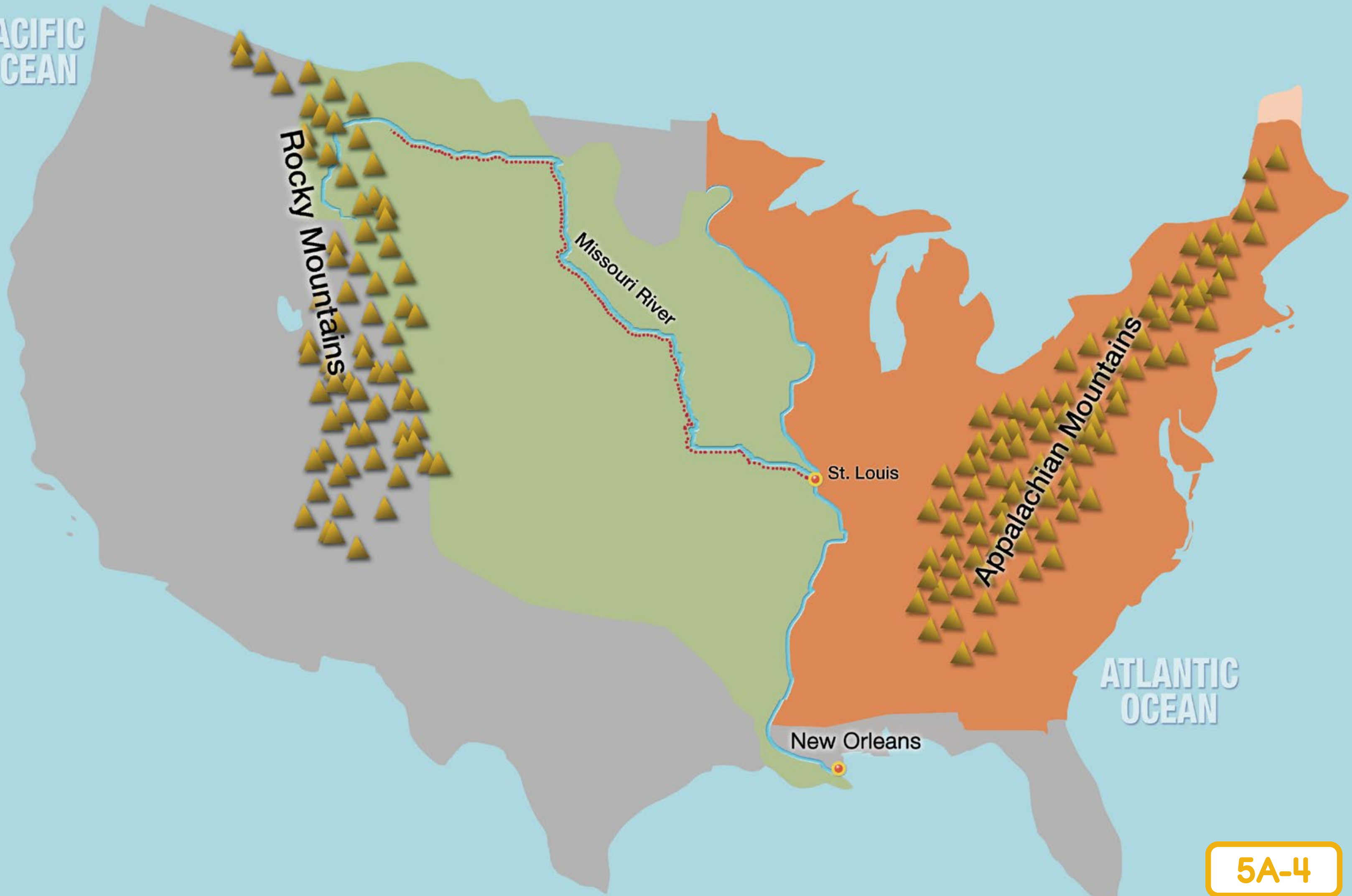
St. Louis

Appalachian Mountains

New Orleans

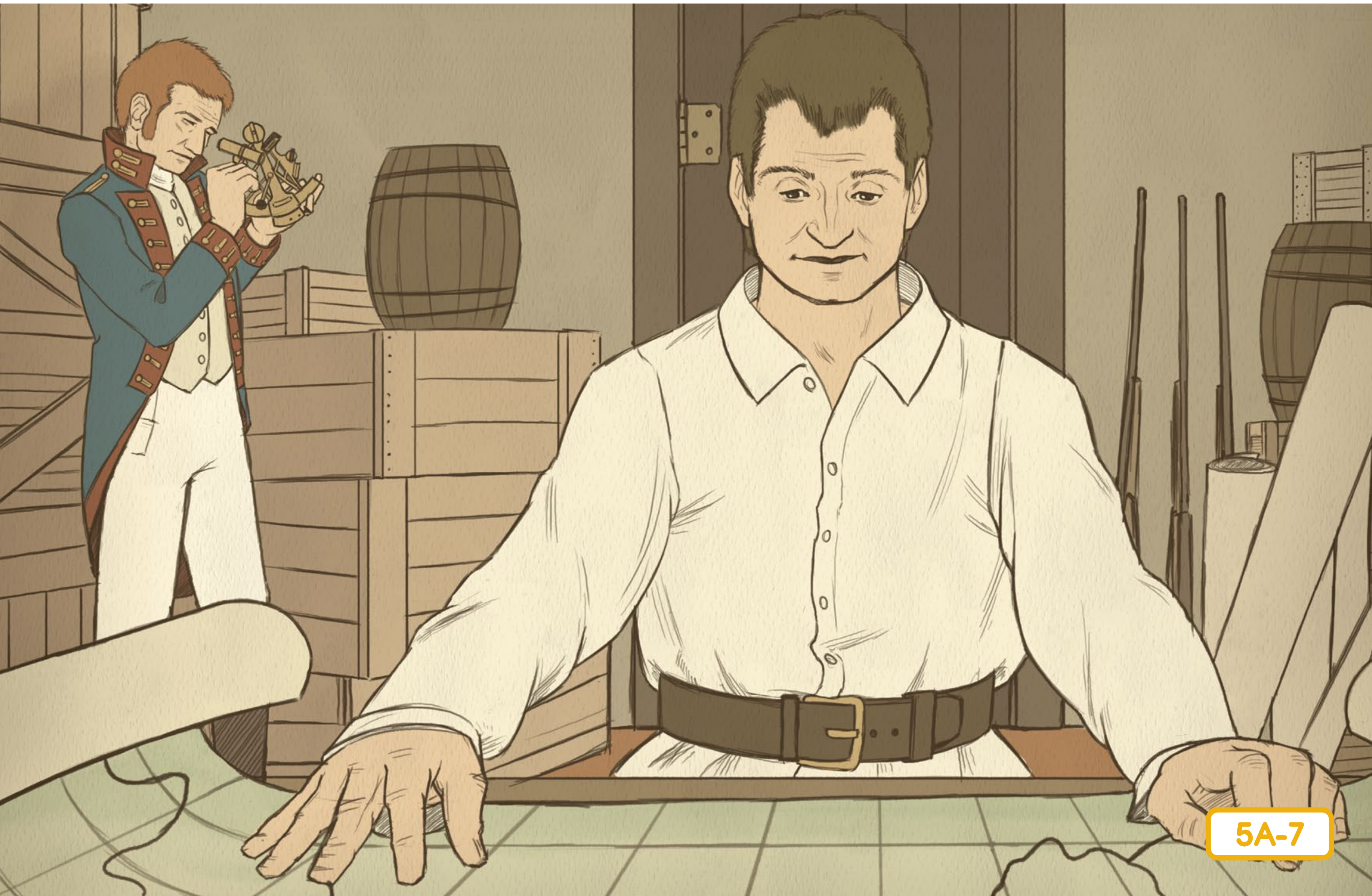
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OCEAN

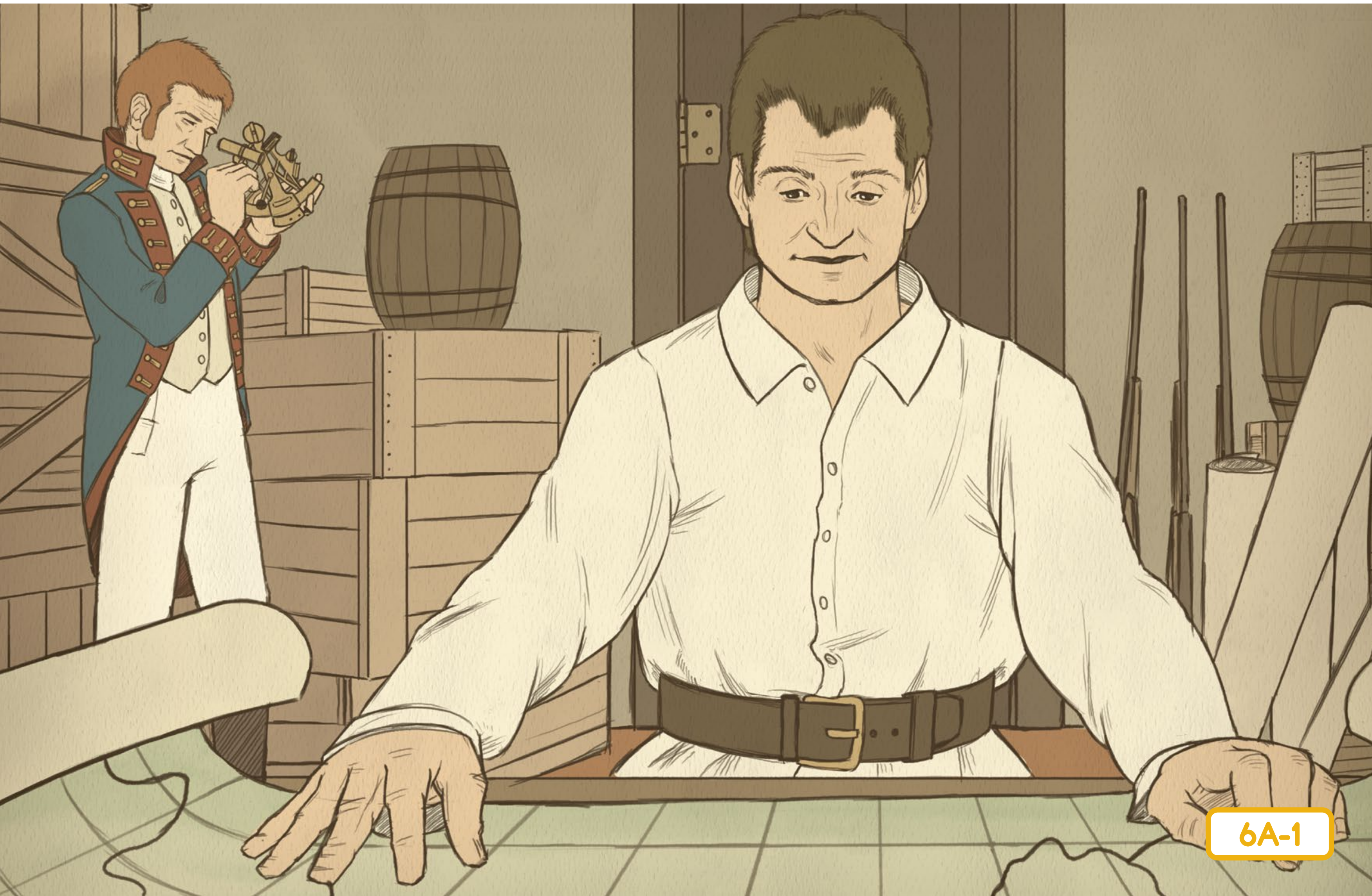
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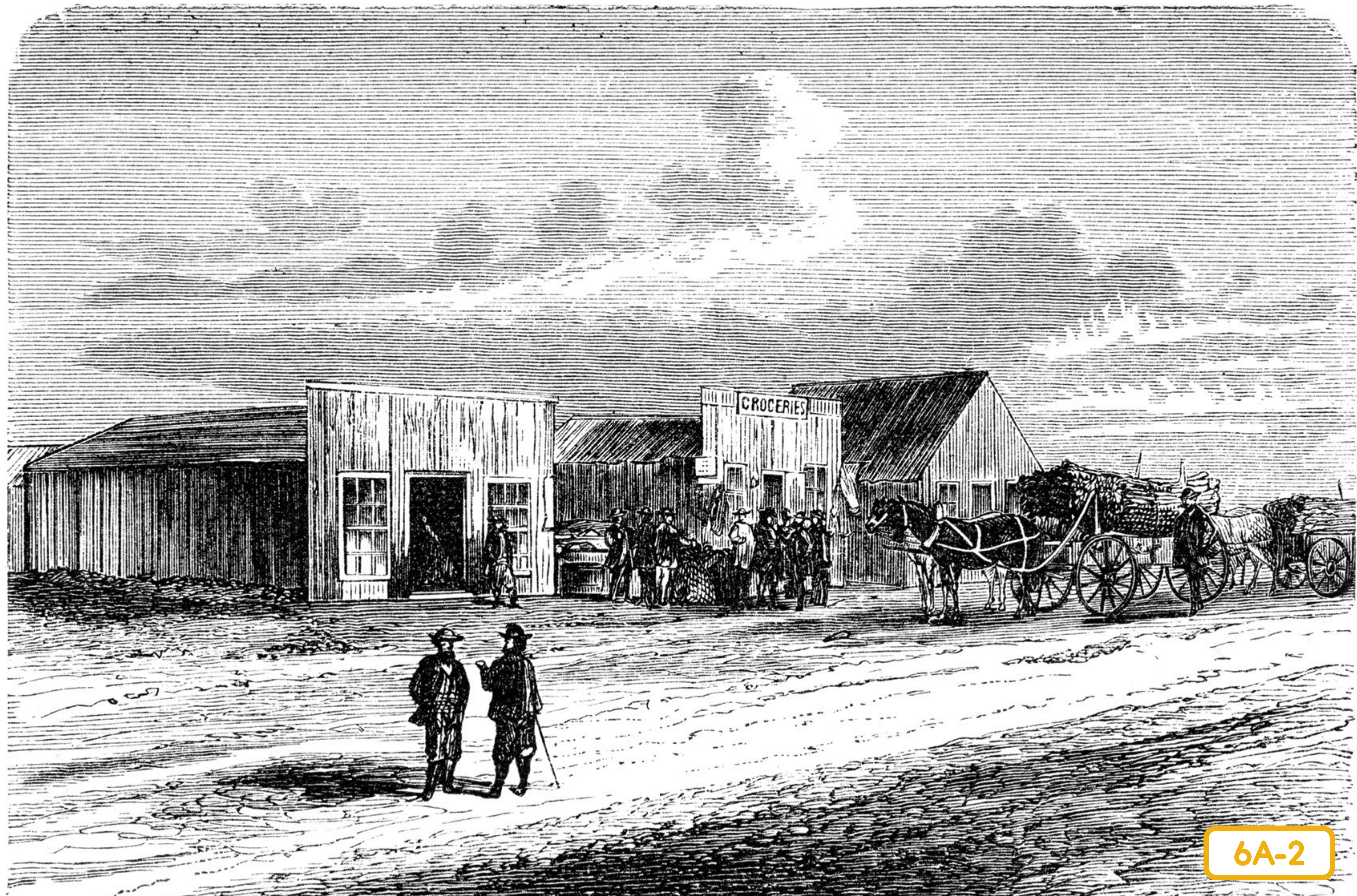






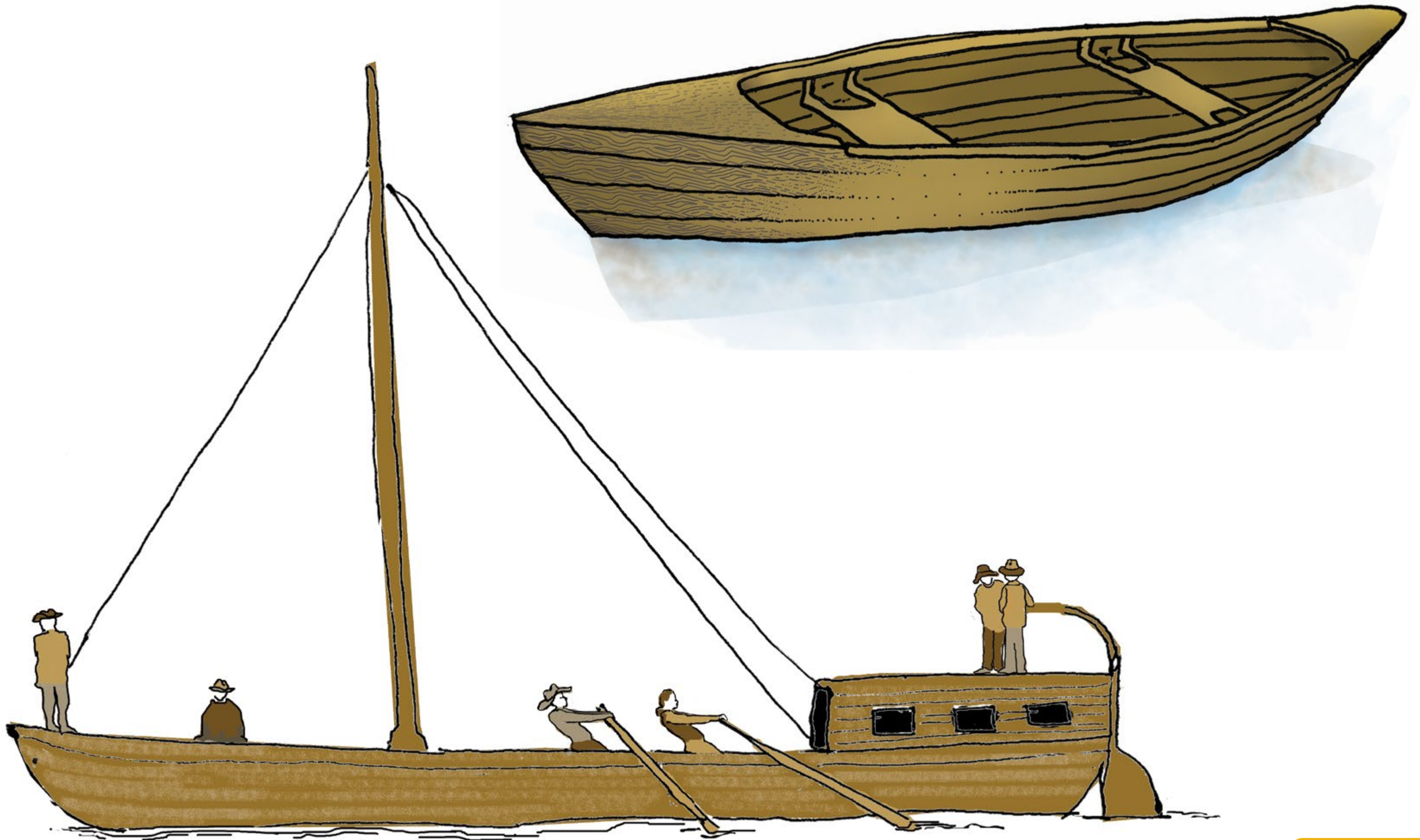




















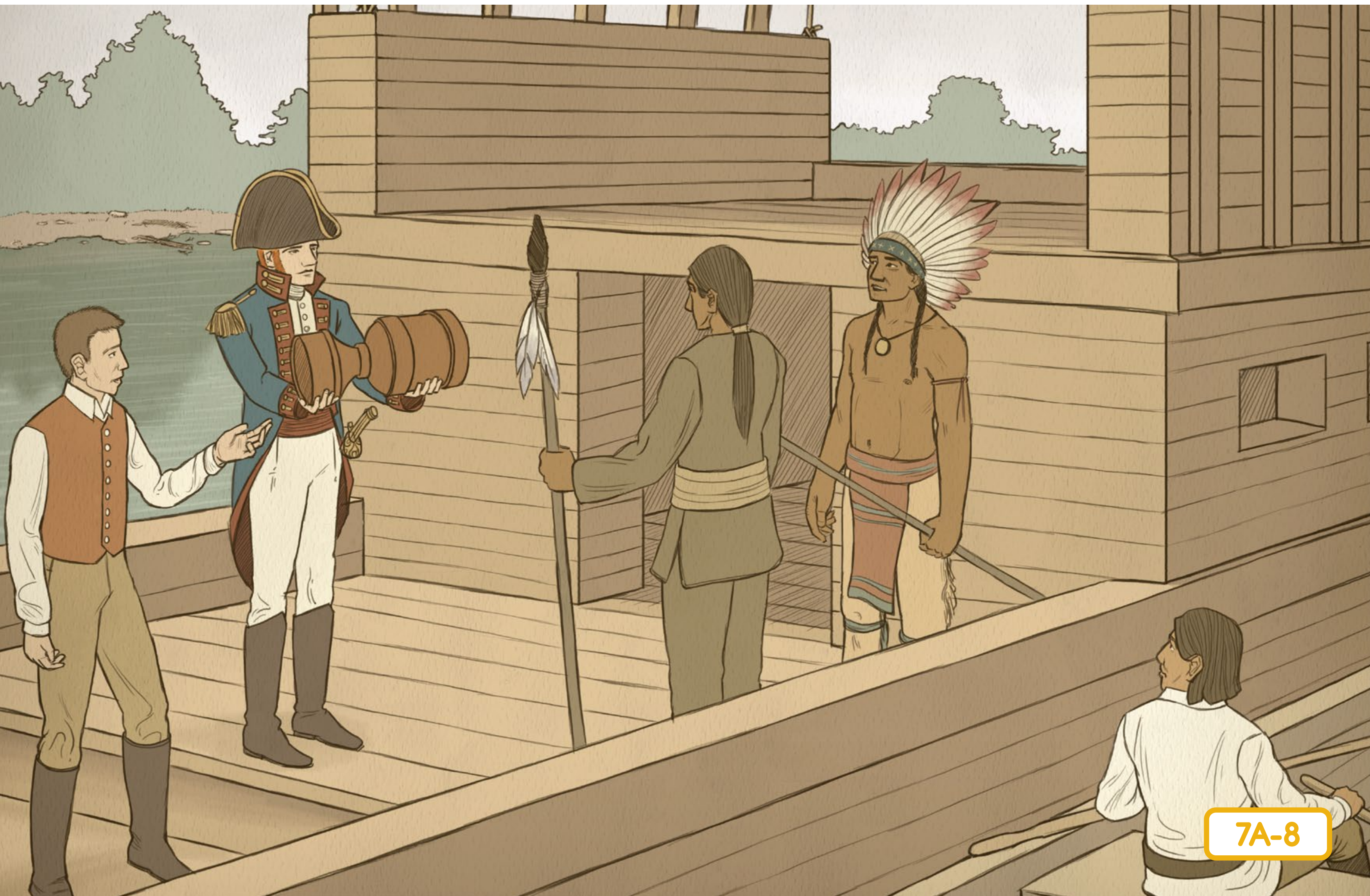
7A-3





















8A-1





8A-3











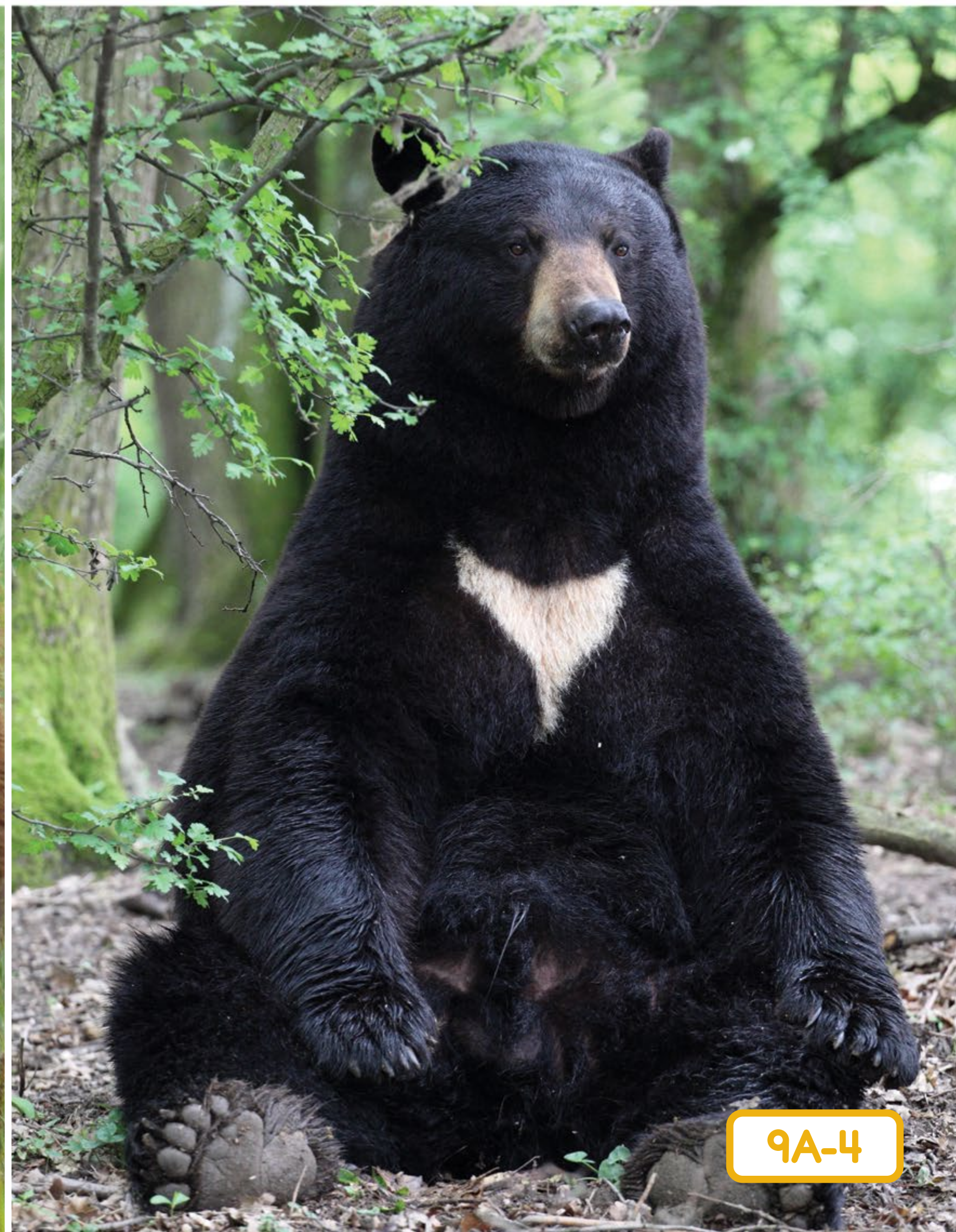




9A-2



9A-3











PACIFIC
OCEAN

Rocky Mountains

Missouri River

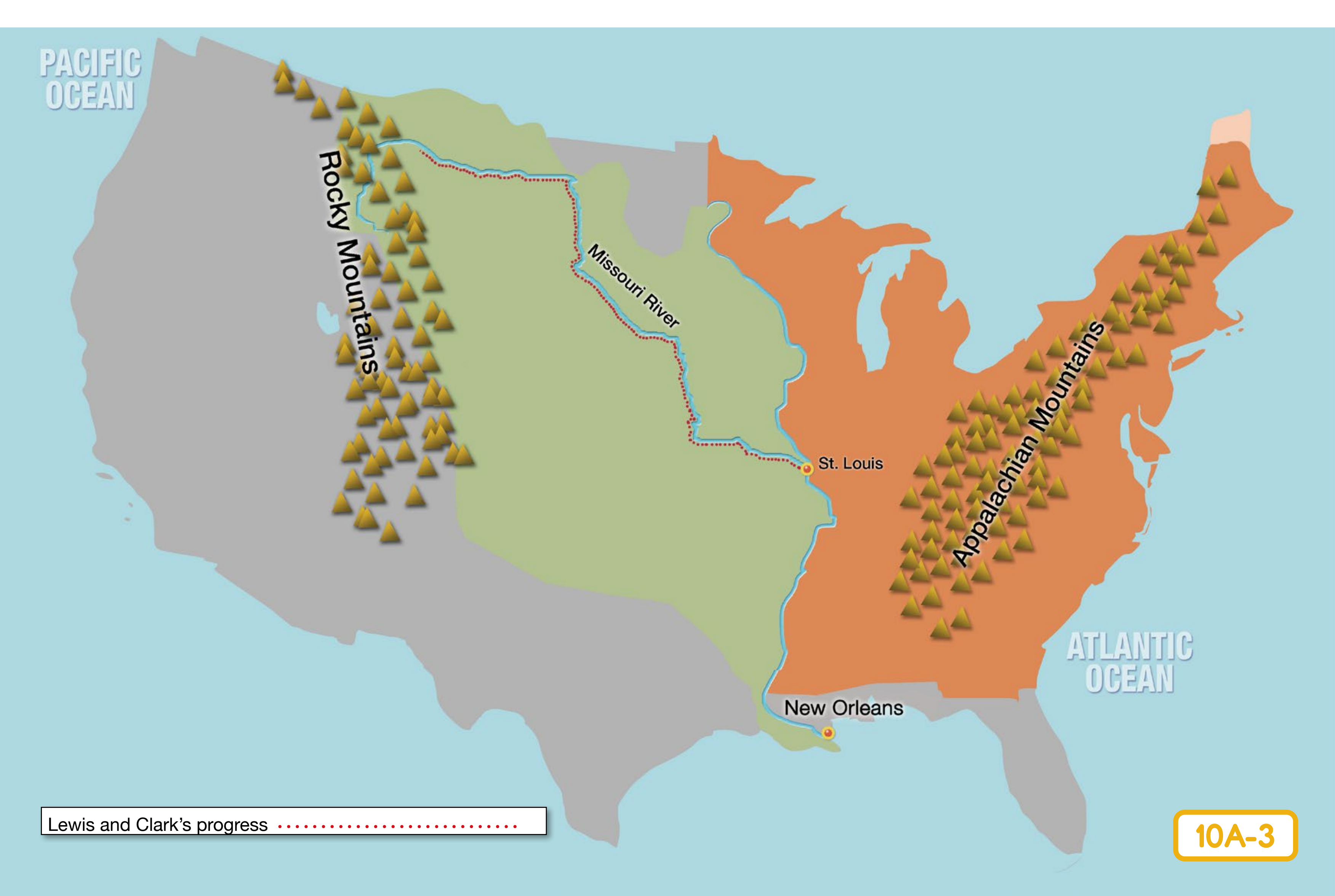
St. Louis

Appalachian Mountains

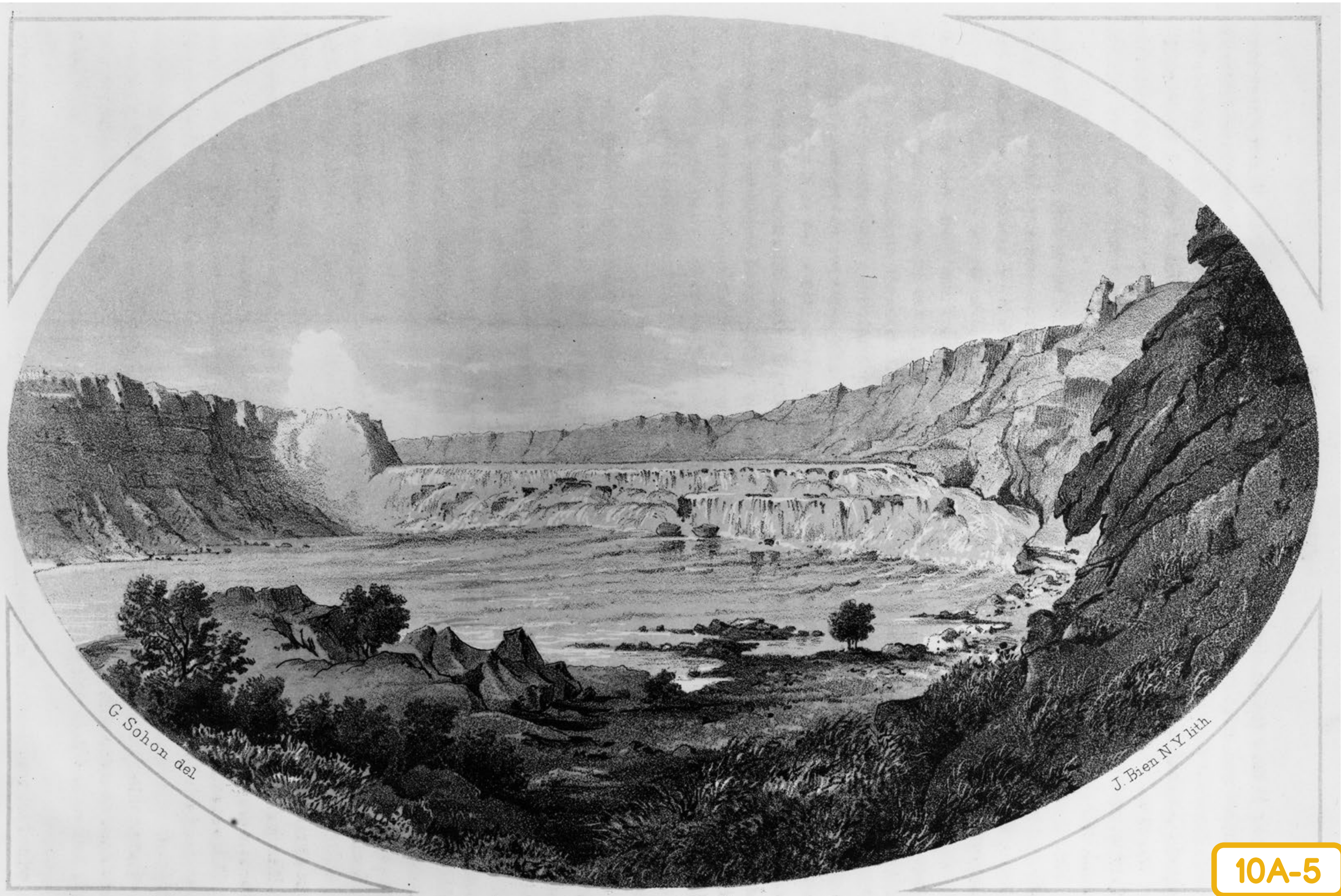
New Orleans

ATLANTIC
OCEAN

Lewis and Clark's progress







G. Sohon del

J. Bien N.Y. lith.





PACIFIC
OCEAN

Rocky Mountains

Missouri River

St. Louis

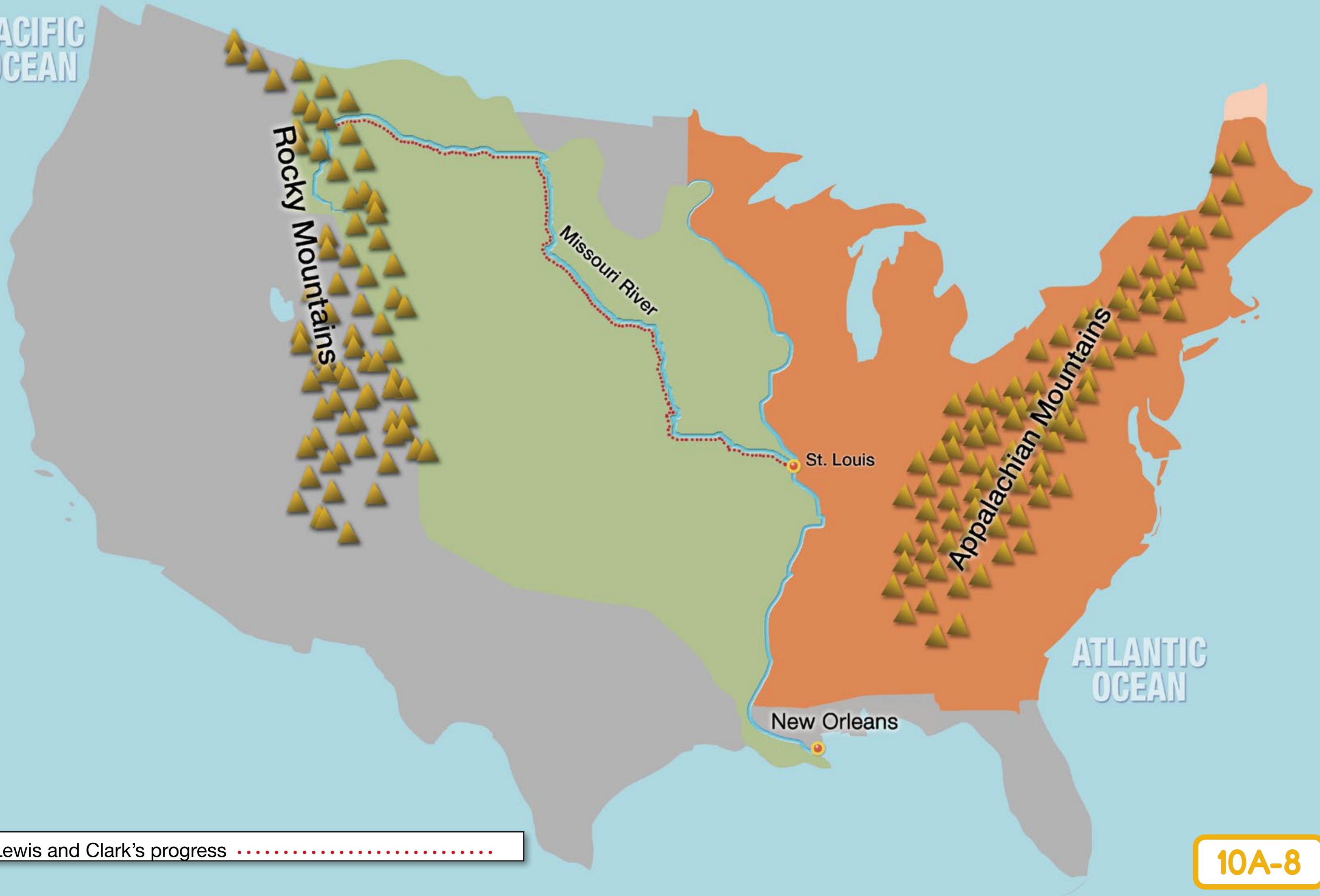
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ATLANTIC
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Lewis and Clark's progress

10A-8













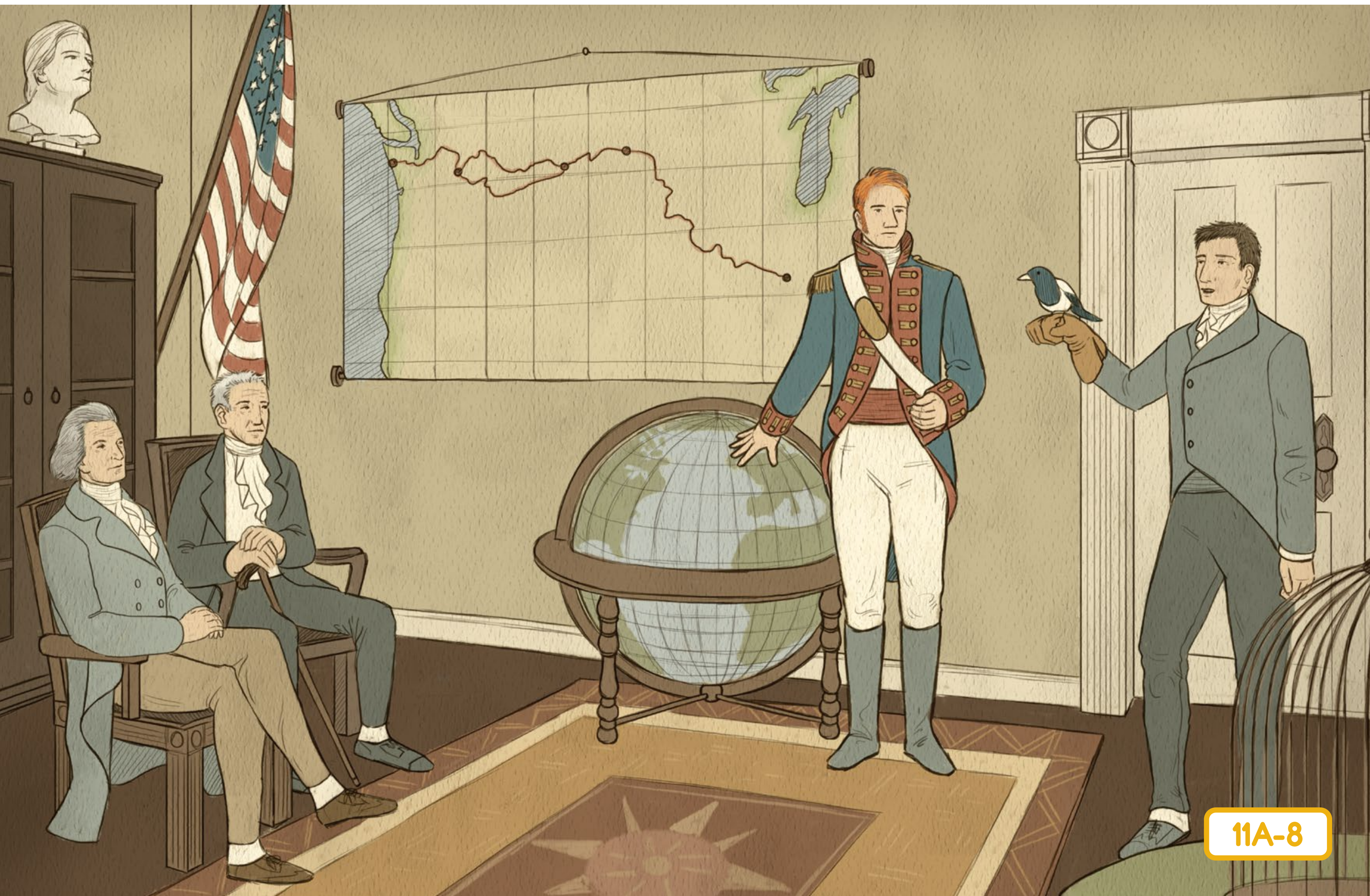












Grade 1

Knowledge 10

Frontier Explorers

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2





Spoke (Poster 1 M)

1. to have said words (*verb*)
2. one of the bars that connect the center of a wheel to the rim (*noun*)

1



2



3



4





Pass (Poster 2M)

1. a low place in a mountain range where a road or path goes through (*noun*)
2. to give something to someone using your hands (*verb*)
3. a ticket that allows you to do something (*noun*)
4. to move ahead of someone or something (*verb*)

1



2

A



Letter (Poster 3M)

1. a written or printed message to someone (*noun*)
2. one of the symbols of the alphabet (*noun*)

1



2



3





Trunk (Poster 4M)

1. a large, strong box used for holding clothes or other things especially for traveling (*noun*)
2. the long, flexible nose of an elephant (*noun*)
3. the enclosed space in the back of a car for carrying things (*noun*)

1



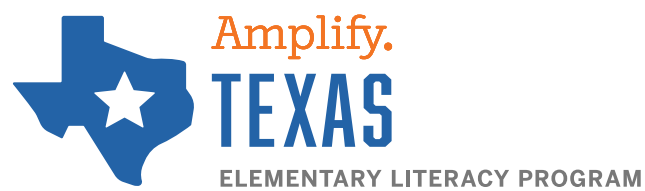
2





Fork (Poster 5M)

1. a place where something (such as a road or river) divides into two parts (*noun*)
2. a small tool with two or more pointed parts used for eating food (*noun*)



Grade 1 | Knowledge 10 | Flip Book
Frontier Explorers





Grade 1

Knowledge 10 | Image Cards

Frontier Explorers

ISBN 9781643837956



9 781643 837956

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Printed in the USA
01 LSCOW 2021





Frontier Explorers 1





Frontier Explorers 2





Frontier Explorers 3

The unanimous Declaration of the thirteen united States of America.

Boston, Quinsett,
Lymann Hall,
Geo. Walson.

Y^{rs} Mosper
Joseph Haves.
John Dixon

Edward Rutledge).

Thos. Lloyd Jones

Arthur Middleton

—

Samuel Chase
Wm. Parson
Thos. Stone
Chas. Carroll of Md.

George Wythe

Richard Henry Lee
Th. J. Mason

Mr. Harrison

Mr. Nelson Jr.
Greenwich Lightfoot Lee

Carler Brodton -

Robt Morris
Benjamin Rush
Benjamin Franklin

John Martineau

Pa. Smith

Geo. Taylor

James Wilson
Capt. U.S.A.

James Watson

God bless
you and
yours

The History


 Phil. Ling. 10
 1000. 1000

Lewis Morris

1824

[Signature]

at Stephen.com

John Lane

Wm. Clark

10

Isiah Bartlett
M. Whipple
Saml Adams

John Adams
Rev. Isaac Paine

Uxbridge, Nov. 18

Step. 4.

William Ell

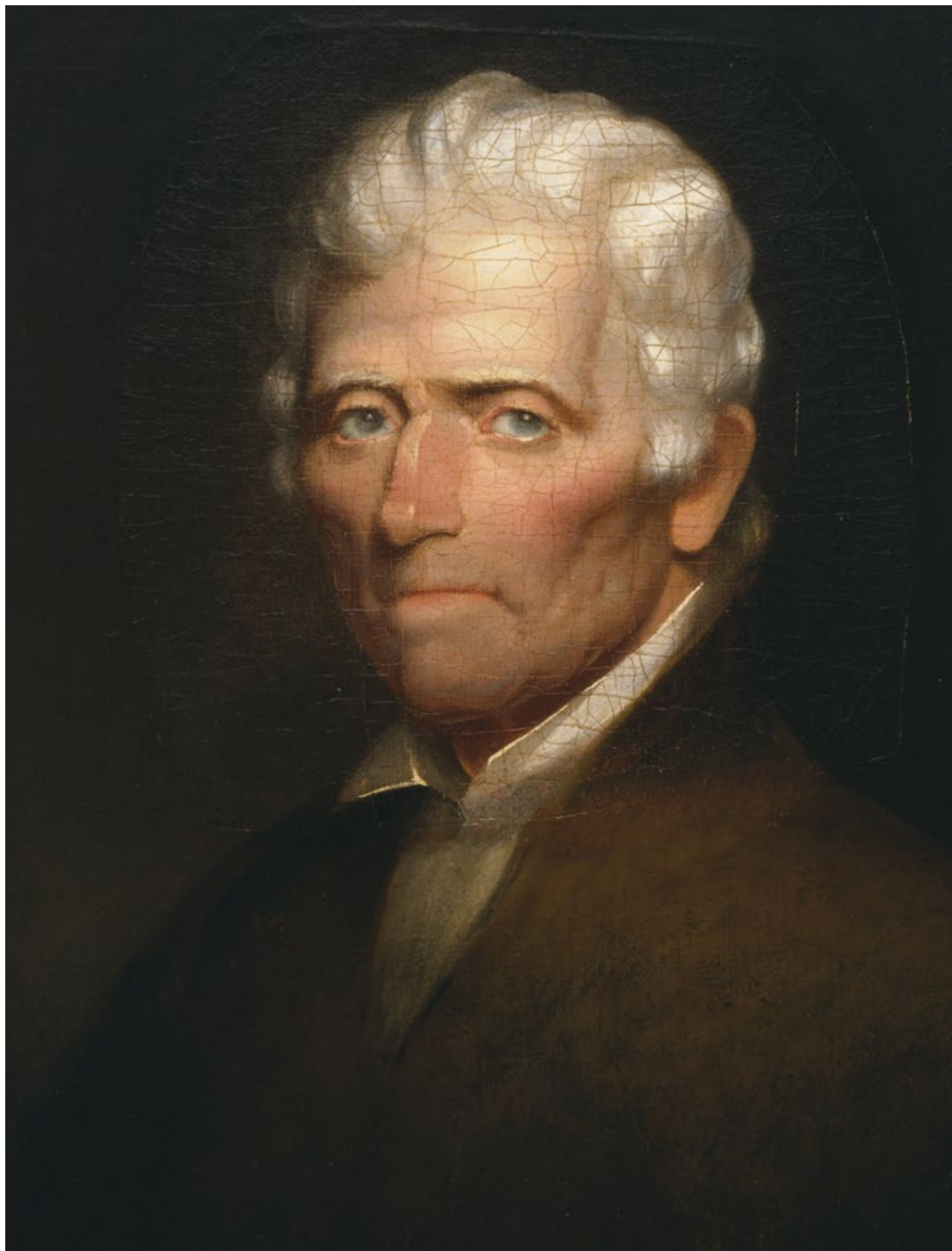
Roger Sherman
 Johnth Huntington

My Mary

Oliver Wendell
Matthew Thomas



Frontier Explorers 4





Frontier Explorers 5



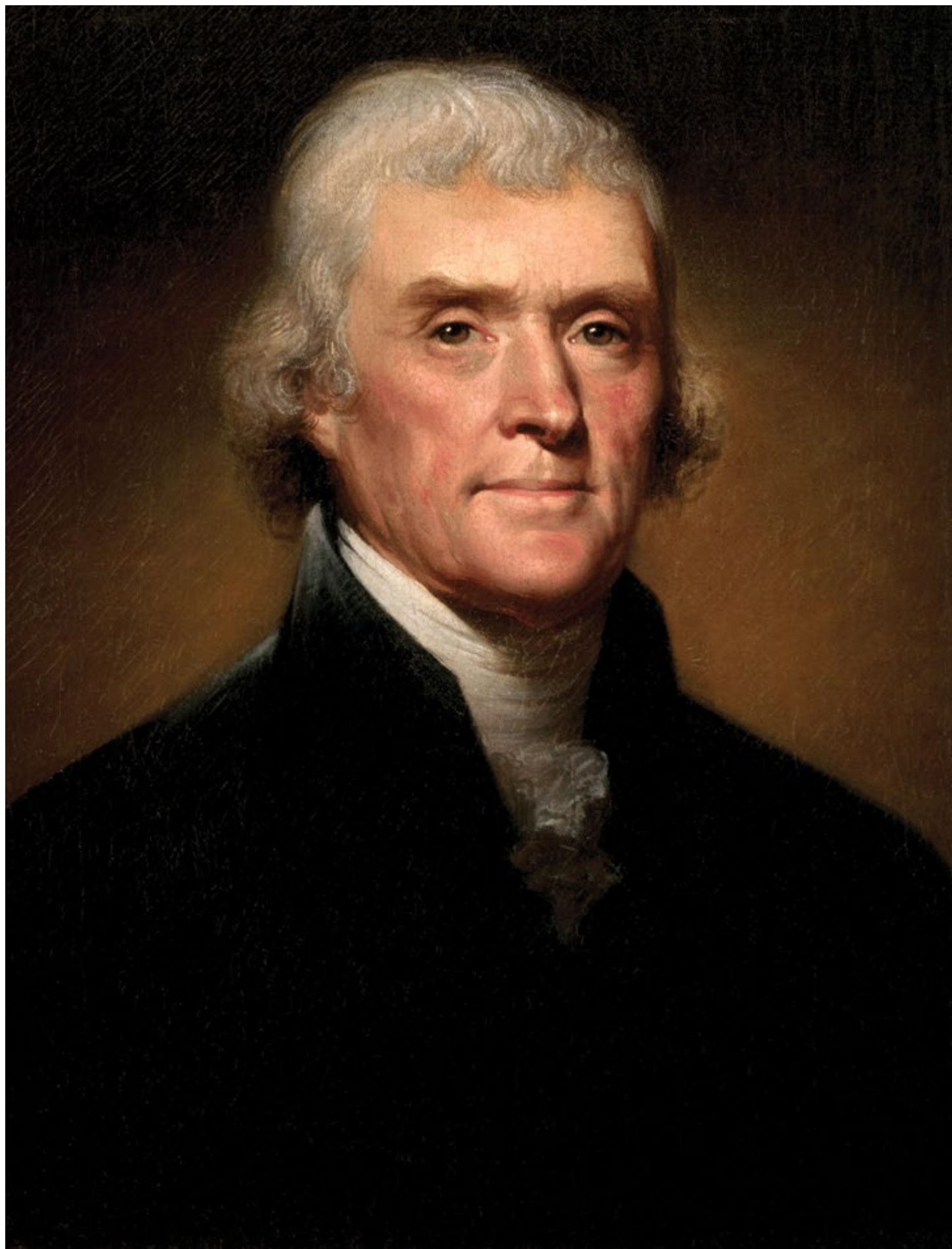


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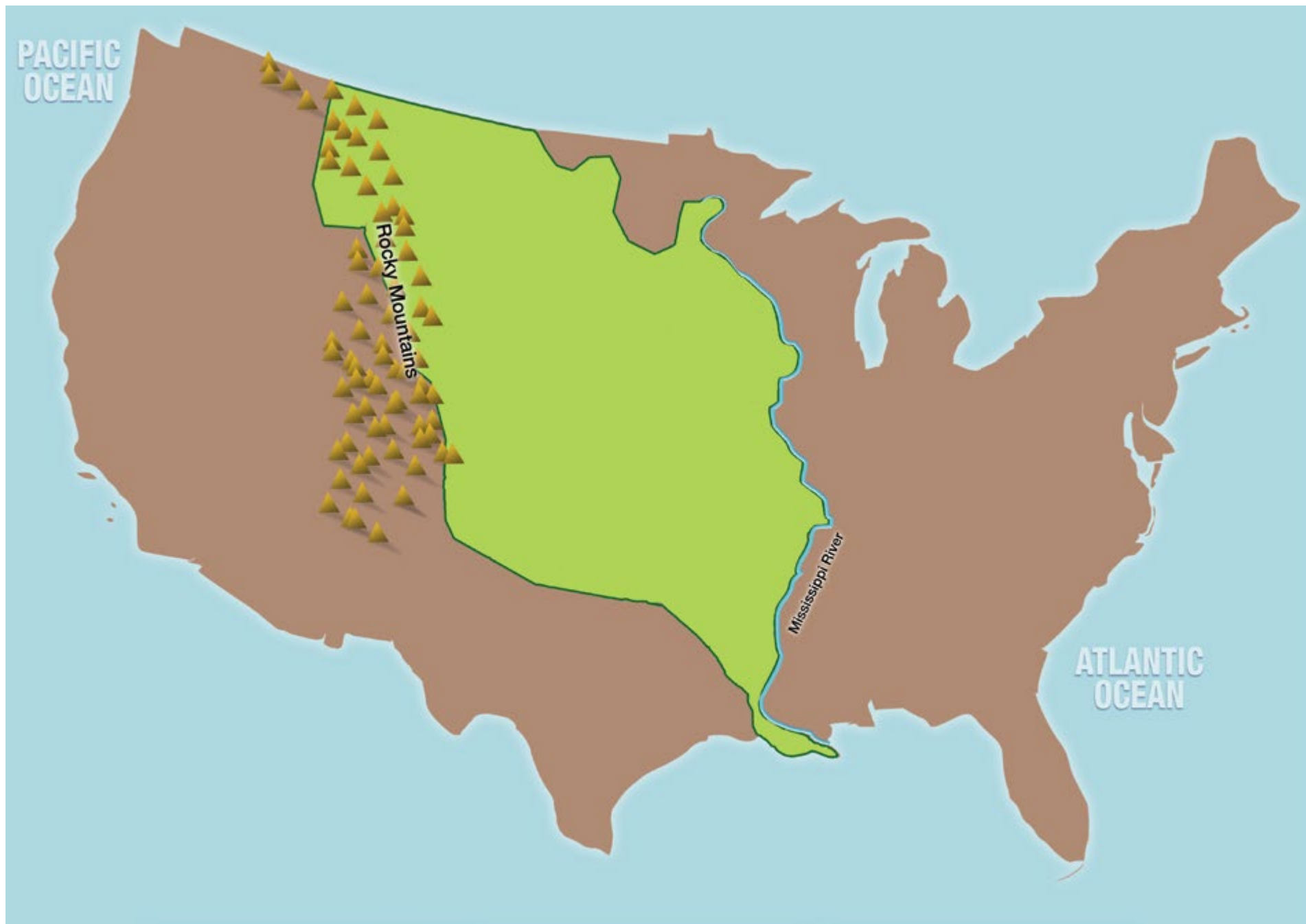


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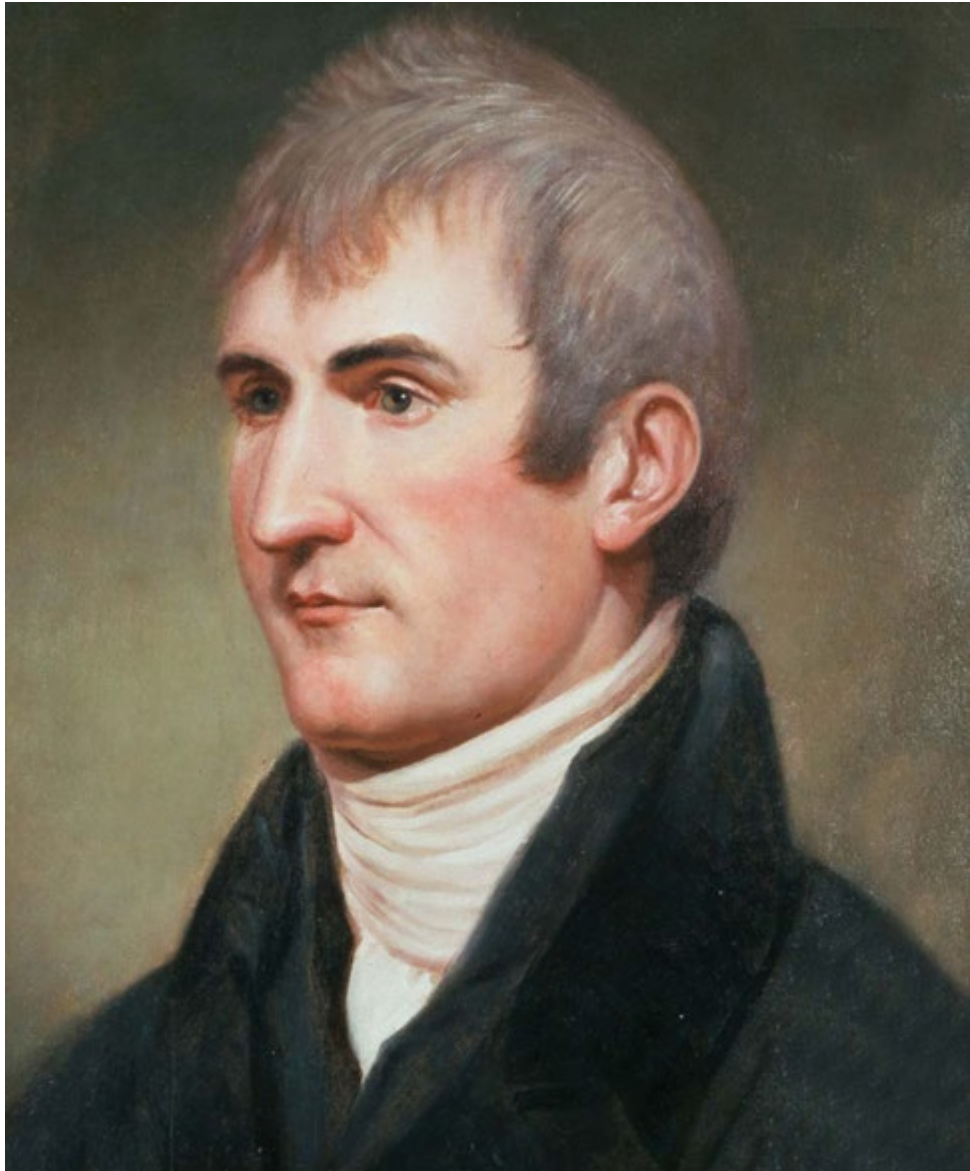


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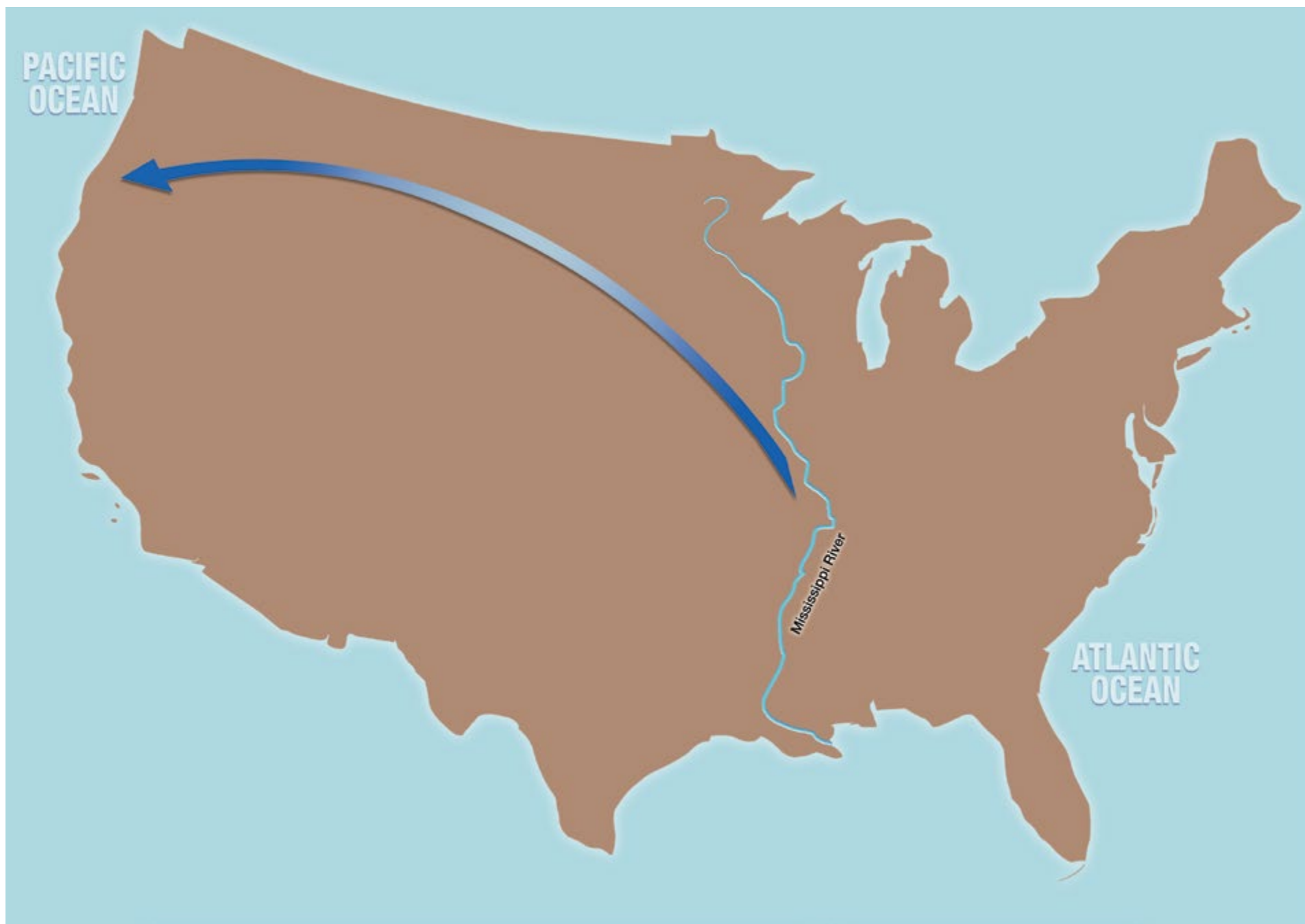


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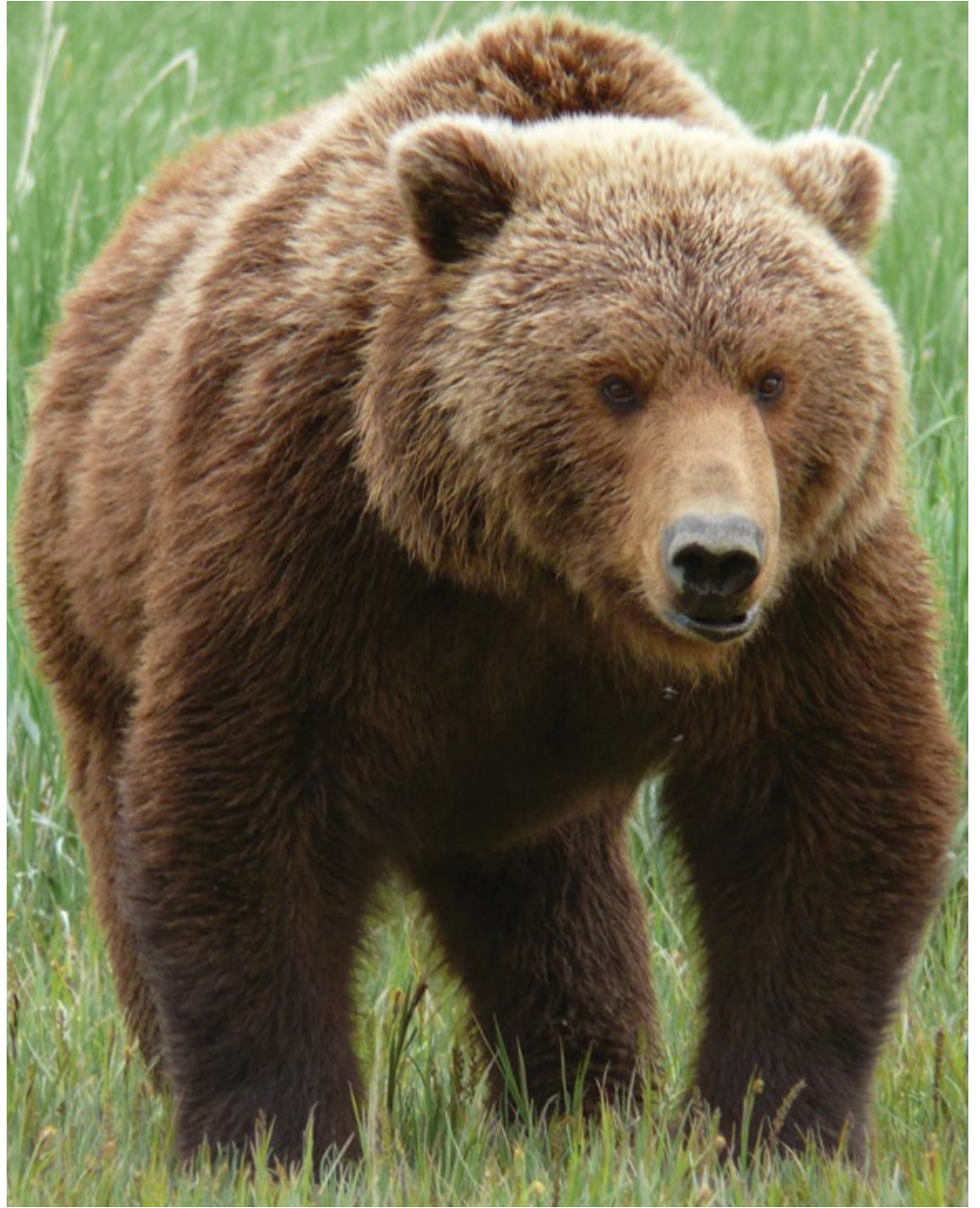


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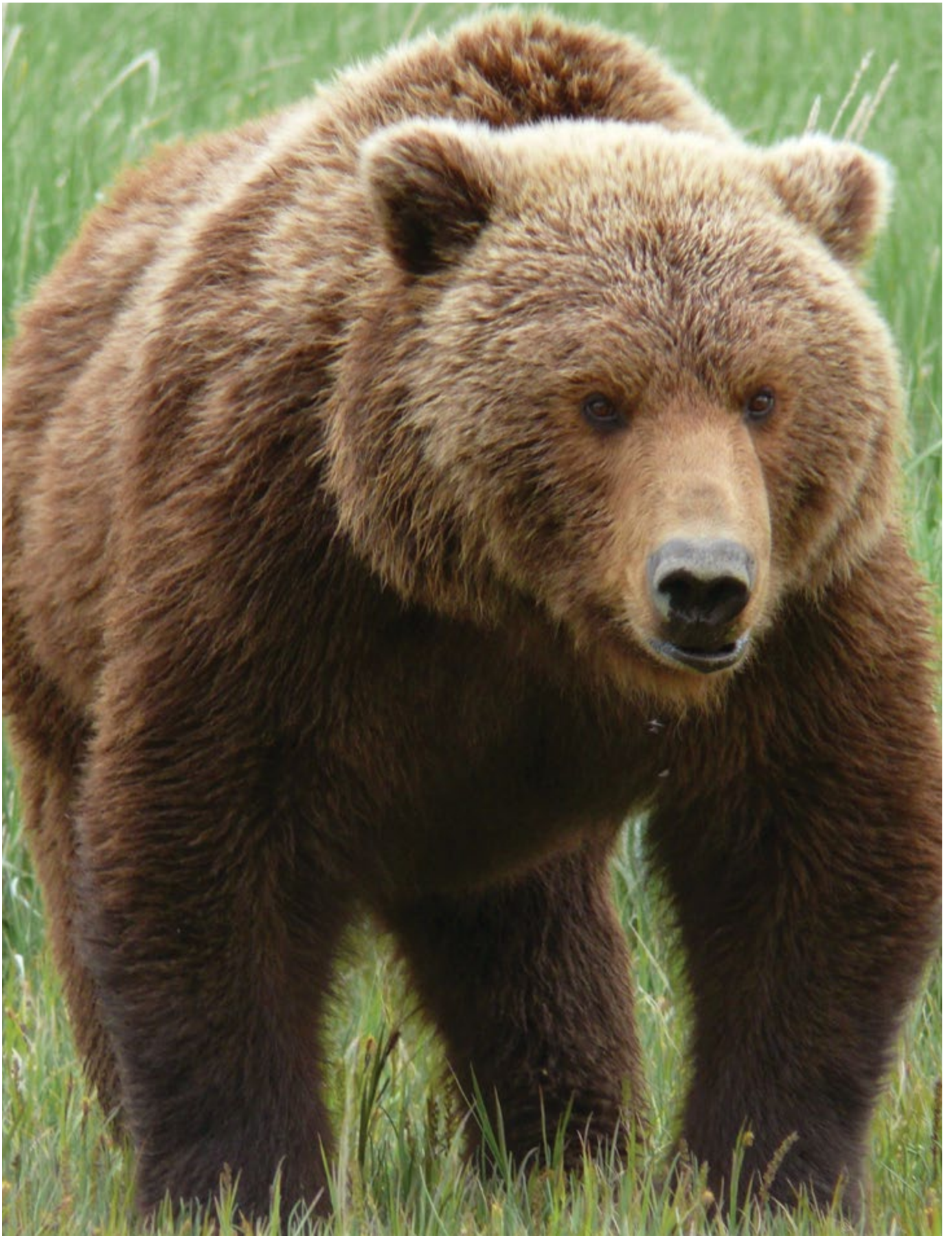


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Grade 1

Knowledge 10 | Digital Components

Frontier Explorers

Grade 1

Knowledge 10

Frontier Explorers

Digital Components

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Lesson 7: Three Tasks Chart2

Somebody	
Wanted	
But	
So	
Then	

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

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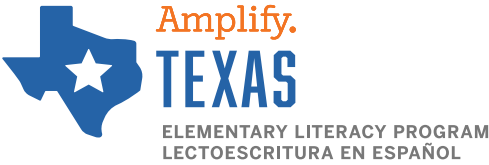
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Welcome!

Grade 1, Domain 10

Frontier Explorers

In this unit, students will understand and retell the story of the westward expansion of the United States.

What's the story?

Students will learn about the **American frontier**, as well as the **explorers** and **events** that played an important role in the **westward expansion** of the United States.

What will my student learn?

Students will learn about **Daniel Boone** and the **Wilderness Road**, the presidency of **Thomas Jefferson**, **Lewis and Clark's explorations** of the Louisiana Territory, and why President Jefferson commissioned the exploration of the new land. By the end of the domain, students will have a good understanding of the concept of westward expansion, the key people involved, and how it contributed to the **growth of the United States**.

Throughout this domain, students will focus on **informational writing**. They will write about diverse topics, such as the Appalachian Mountains, the Louisiana Purchase, and the route they take to school. Students will also work together to write a **short informational paragraph** summarizing Lewis and Clark's expedition.

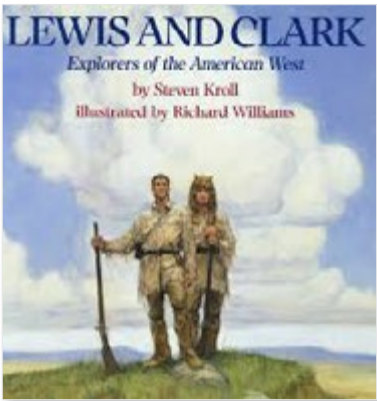
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Who was Daniel Boone?
Follow up: How would you describe him? What kept explorers like Boone from moving farther west across North America? Why was he considered a trailblazer?
2. How did the Wilderness Road get its name?
Follow up: How did it help other settlers? Why was it so important?
3. What was the Louisiana Purchase?
Follow up: Why was it so important to the United States? How much land was added to the United States because of it? How did the United States get the Louisiana Territory?
4. Why did Lewis and Clark go on their expedition?
Follow up: What were they exploring? Why did Thomas Jefferson think it was important to explore the Louisiana Territory? Where did they begin their expedition? What did they take with them?

Grade 1: Domain 10

Lewis and Clark: Explorers of the American West



by Steven Kroll
Illustrated by
Richard Williams



●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: The story of Lewis and Clark’s famous expedition west after the Louisiana Purchase is detailed in words and pictures, describing the difficulties and discoveries of their journey in the unexplored land. At President Thomas Jefferson’s request, the two explorers and their team traveled from the Mississippi River to the Pacific Ocean in order to accomplish four main tasks that the president felt were important to the future of the United States.

Note: The book uses the terms *Indian* and *slave*. You may wish to replace these terms while you are reading with the terms *Native American* and *enslaved person*. Please also note that the illustration on page 14 depicts an enslaved person being examined with curiosity by native people. Other information in the text provides important knowledge on the topic of Lewis and Clark’s journey, but you may choose to skip that page in the book or plan to have a conversation with your students on how this image does not represent respectful treatment.

Essential Question

How did frontier explorers play a role in the westward expansion of the United States?

Use the chart below to review the four main tasks of the expedition, details around each task, and whether or not Lewis and Clark were successful in completing these tasks. Reread sections of the book, if needed.

	Details from the book	Success
Open up fur trade	found animals they had never seen before	yes
Water route across the west	discovered no rivers could cross the Rocky Mountains	no
Study the land and animals	sent to Jefferson: magpies, a prairie dog, boxes of skins and horns, Native American items, samples of soil and plants, charts, maps	yes
Learn about Native Americans	met with many Native American tribes, gave them gifts, traded items	yes

Vocabulary Routine

Tier 2 Vocabulary Words

explore
interpreter
chasm
game

Tier 3 Vocabulary Words

expedition
frontier
territory
pirogues

Performance Task

Have students list three tasks Lewis and Clark wanted to accomplish on their journey west.

Students should be able to list at least three tasks:

- explore ways to open up the fur trade
- find a water route across the country to make travel easier
- study the land and animals
- learn more about Native Americans living in the west

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Imagine you are with Lewis and Clark on their journey west.
- Write a diary entry describing things you saw or did on one day of the journey.
- Write about a place you'd like to explore and explain your reasons.