



Lewis and Clark: The Journey Begins

6

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate the Mississippi River on a map
- ✓ Locate the Rocky Mountains on a map
- ✓ Identify and locate the Louisiana Territory on a map
- ✓ Explain the significance of the Louisiana Territory and Purchase
- ✓ Explain the reasons that Lewis and Clark went on their expedition
- ✓ Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Ask and answer *when* questions orally, requiring literal recall and understanding of the details and facts from “Lewis and Clark: The Journey Begins” (SL.1.2)
- ✓ Add drawings to descriptions of the student on an expedition to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Share writing with others
- ✓ Evaluate and select read-alouds on the basis of personal choice for rereading

Core Vocabulary

communicate, v. To share thoughts or ideas with someone by talking, writing, or sending a message

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

Variation(s): communicates, communicated, communicating

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

Example: Joy wrote about her day in her diary.

Variation(s): diaries

expedition, n. A journey or trip taken for a special reason

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

Variation(s): expeditions

shelters, n. Things that cover or protect people from the weather or danger


Example: When Daniel Boone was traveling along the Wilderness Road, he built shelters in the woods along the way.

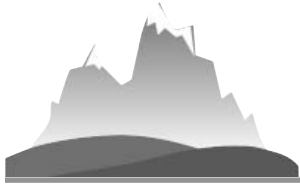
Variation(s): shelter

survive, v. To continue to live

Example: The cactus will survive in the desert, even though there is not very much rain.

Variation(s): survives, survived, surviving

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where Are We?	U.S. map	10
	What Have We Already Learned?	Image Cards 11–13	
	Purpose for Listening		
Presenting the Read-Aloud	Lewis and Clark: The Journey Begins	U.S. map	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Expedition	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Domain-Related Trade Book or Student Choice	trade book; chart paper, chalkboard, whiteboard; sticky notes	20



Lewis and Clark: The Journey Begins

6^A

Introducing the Read-Aloud

10 minutes

Where Are We?

Help students locate the Atlantic Ocean, the Appalachian Mountains, the Mississippi River, the Rocky Mountains, and the Pacific Ocean on a map.

What Have We Already Learned?

Remind students that they heard that Lewis and Clark would be leading the exploration of the Louisiana Territory. Ask students what Lewis and Clark's three tasks were on their trip. Use Image Cards 11–13 to help students review the tasks.

Then, ask students if they remember why Jefferson wanted the United States to have control of the Mississippi River. Remind students that at that time it was much easier to transport people and goods on a river than over land. Explain to students that, for the same reason, Lewis and Clark traveled on rivers as they explored the Louisiana Territory.

Purpose for Listening

Ask students if they think that Lewis and Clark explored the Louisiana Territory and completed their three tasks all by themselves. Why or why not? Explain to students that Lewis and Clark gathered a group of people, known as the Corps of Discovery, to accompany and help them. 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

◀ 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.¹ 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.²

1 [Point to these locations on a U.S. map.]

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



◀ 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**³ 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.⁴ 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.⁵ The two captains finally put together a team of trusty men who were daring and brave enough for the **expedition**.⁶

3 or stay alive

4 There were no houses or hotels in the Louisiana Territory, so people had to be able to make their own shelters to sleep in.

5 [Show students each location on a map.]

6 An expedition is when a group of people travel together for some special reason, such as exploring.

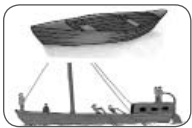


◀ **Show image 6A-4: George Drouillard**

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 (dru-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."⁷ 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. I can ask them about the country ahead, and help them understand that you have come in peace."⁸

7 Communicating is sharing your thoughts with someone. Speaking is one form of communication.

8 Do you think George Drouillard would be helpful during the expedition?



◀ **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" (pi-ROHGS), and one larger, wider boat called a keelboat.⁹ 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 them, 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.

9 [Point to the pirogue and the keelboat in the picture.]



◀ **Show image 6A-6: Setting out**

On Monday, May 14, 1804, the explorers were ready. They called themselves the *Corps* (KOHR) of *Discovery*.¹⁰ 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."¹¹ At last they were on their way.

10 A corps is a group of people working together.

11 A diary is a book or journal for writing down thoughts and experiences.

Comprehension Questions

10 minutes

1. *Evaluative* Imagine you were going with Lewis and Clark and you wouldn't be home for many months. What kinds of things do you think you would need to take with you? (You might need food, water, and clothes.)
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? (They would have to find their own food, build their own shelters, and talk with Native Americans.)
3. *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. One of their tasks was to find an all-water route to the Pacific Ocean.)
4. *Evaluative* How do you think all the explorers felt as they began their trip? (The explorers might have felt nervous and excited.)



◀ **Show image 5A-4: Lewis and Clark's projected path**

5. *Literal* Where did Lewis and Clark begin their journey? (Lewis and Clark began their journey at St. Louis on the Missouri River.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Evaluative When? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the read-aloud that starts with the word *when*. For example, you could ask, "When did today's read-aloud take place?" Turn to your neighbor and ask your *when* question. Listen to

your neighbor's response. Then your neighbor will ask a new *when* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Expedition

5 minutes

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 kind of journey or trip that has a specific purpose, like exploring. Often an expedition is an adventurous journey.
4. The brothers decided to go on an expedition to climb to the top of the tallest mountain.
5. What kind of expedition would you want to go on? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I would want to go on an expedition to _____ because . . ."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of yourself on an expedition. Include details that describe how you would prepare and where you would go and why. Remember to answer in complete sentences and use the word *expedition* in your response. [Have students share their drawings and writing with a partner or the class.]



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Domain-Related Trade Book or Student Choice

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Discuss whether the trade book was fiction or nonfiction, fantasy or reality, historical or contemporary.

Student Choice

Tell students that they will vote for one read-aloud they have heard recently that they would like to hear again. On a piece of chart paper, a chalkboard, or a whiteboard make a bar graph with the six most recent read-aloud titles along one side. Read the titles to students, and if necessary, show key illustrations to remind them about the content of these read-alouds. Then have each student write his or her name on a sticky note and come up to the chart paper, a chalkboard, or a whiteboard to cast his or her vote, creating a bar graph of their selections. Have students tell you which read-aloud had the most votes on the Student Choice bar graph. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice

during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.