



Discovery and Danger on the Prairie

7

✓ 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
- ✓ Recall basic facts about Lewis and Clark's encounters with Native Americans

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:

- ✓ Draw and write sentences about a person they honor, explaining which characteristics you honor most, and supply reasons for their opinions (W.1.1)
- ✓ Retell the read-aloud by describing Image Cards with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Share writing with others

Core Vocabulary

fascinated, v. Very interested in or attracted to something

Example: The puppy was fascinated by the squirrels in the park.

Variation(s): fascinate, fascinates, fascinating

guided, v. Led by someone or something

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

Variation(s): guide, guides, guiding

honored, v. Treated and thought of with respect; held in high regard and thought of with importance


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

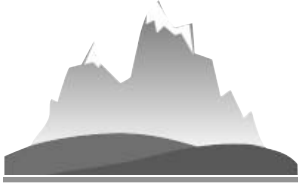
Variation(s): honor, honors, honoring

prairie, n. A flat land with grass and not many trees

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

Variation(s): prairies

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	U.S. Map	10
	What Have We Already Learned?	Image Cards 11–13	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Discovery and Danger on the Prairie		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 17, 18	10
	Word Work: Honored	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Tracking Lewis and Clark and the Corps of Discovery	Instructional Master 3B-1; drawing tools	20
	Image Card Retell	Image Cards 10, 14–18; drawing paper, drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Master 7B-1	



Discovery and Danger on the Prairie

7A

Introducing the Read-Aloud

10 minutes

Where Are We?

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

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.)

What Have We Already Learned?

Review with students the three tasks Lewis and Clark were asked to accomplish on their expedition. You may wish to use Image Cards 11–13 when you talk about each task.

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.

Purpose for Listening

Tell students that in today's read-aloud, Lewis and Clark will have an opportunity to accomplish two of their three tasks. 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

◀ Show image 7A-1: Clark and the Great Plains

- 1 A prairie is also called a grassland. [Talk with students about the grassland habitat they learned about in the *Animals and Habitats* domain.]
- 2 So the prairie looked like an ocean because it went on as far as the eye could see.

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**.¹ A prairie goes on as far as the eye can see, just like the ocean.²

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, which it would take the Corps of Discovery weeks more to reach.³

- 3 [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

- 4 or very interested

During those weeks, the explorers saw many plants and animals new to them. Meriwether Lewis was especially **fascinated**⁴ by 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.



← **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.

5 or led

A few of the Yanktons **guided**⁵ the travelers for a few days, but then said, “You are coming to the land of the Teton 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

6 *Dismounted* means he got off his horse.



7 Warriors are people who fight in a battle. The Teton Sioux are prepared to fight to protect their land.



8 [Point to the oarsman in the picture.]



9 [Point to the boat in the picture.]

dismounted from his horse to look more closely.⁶ 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.⁷

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.⁸

◀ **Show image 7A-9: Taking the leaders back to shore**⁹

Meanwhile, Captain Lewis stood ready on the keelboat's bow, and his soldiers kept rifles in their hands or immediately 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.



10 *Honored* means the Teton Sioux admired and respected people who acted bravely.

← **Show image 7A-10: Clark's bluff**

Clark knew that the Teton Sioux **honored** courage.¹⁰ 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.

Comprehension Questions

10 minutes

1. *Literal* What is the area called where today's read-aloud took place? (Today's read-aloud took place in an area called the Great Plains.)
2. *Literal* What animals did Lewis and Clark discover? (Lewis and Clark discovered prairie dogs and pronghorn antelopes.)
3. *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.)
4. *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? [You may wish to use Image Cards 16 (Yankton Sioux) and 17 (Teton Sioux) to help the students remember.] (The Yankton Sioux were friendly, but the Teton Sioux were not friendly. Both became friends with Lewis and Clark.)
5. *Literal* Which two of President Jefferson's tasks did Lewis and Clark accomplish in the read-aloud? (Lewis and Clark accomplished two tasks: making friendships with Native Americans and discovering new animals and plants.)

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

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* The title of this read-aloud is "Discovery and Danger on the Prairie." What do you think was discovered and what was dangerous in this read-aloud? (Answers may vary.)

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: Honored

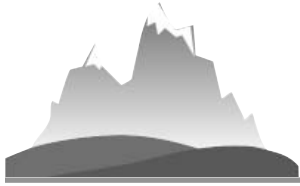
5 minutes

1. In the read-aloud you heard, "Clark knew that the Teton Sioux *honored* courage."
2. Say the word *honored* with me.
3. When you honor something, you respect it or think it is very important. The Native Americans in the story honored courage, meaning they thought that courage was very important.
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 *Drawing* activity for follow-up. Directions: Draw a picture of a person you honor. Include details in your drawing that help explain why you honor this person and which characteristics of this person you honor most. Remember to answer in complete sentences and use the word *honor* 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



Discovery and Danger on the Prairie

7B

Extensions

20 minutes

Tracking Lewis and Clark and the Corps of Discovery (Instructional Master 3B-1)

Reuse Instructional Master 3B-1. Explain to students that over the next few days, they 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 if they remember where today's read-aloud took place. If students have trouble, remind them that the read-aloud took place in 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. Walk around and make sure that students make a dot on a part of the Missouri River that is in the Great Plains.

Image Card Retell

Use Image Cards 10 (Lewis and Clark), 14 (Corps of Discovery), and 15–18 to retell the read-aloud. Show students each Image Card, and have them tell what happened when Lewis and Clark and the Corps of Discovery encountered the animals or people on the Image Cards. Be sure students use words like *first*, *next*, *then*, and *last* when retelling the story.

Have students divide a blank piece of paper into two sections. Students should draw pictures of the two tasks that the Corps of Discovery accomplished in this read-aloud. (making friendships with Native Americans and discovering new animals and plants) Then have them write sentences labeling each task. Have students share their drawings and writing with the class, in a group, or with partners.

Take-Home Material

Family Letter

Send home Instructional Master 7B-1.