

THIS WEEK'S LESSON ACTIVITIES

INSTRUCTOR: _____ **DATE:** _____ **CLASS LEVEL:** Advanced Basic Skills

Topic: Reading Historical Fiction-Sacagawea	
<p>Lesson Objectives: The students will:</p> <ol style="list-style-type: none"> 1) Choose information from the text to elicit order of events 2) Summarize how events discussed helped shape the United States. 3) Construct a timeline of events related to the Lewis and Clark expedition. 	
<p>CCR Standards Aligned to this Lesson: RI/RL.4.1, RI/RL.5.1, RI.4.2, RI.5.4, RL.5.4, SL.5.1, SL.5.2, L.4.4, L.5.4, L.5.5</p>	
<p>Reading: to include text dependent questions and reading strategies as needed, such as vocabulary, grammar, spelling, phonics, sentence structure along with writing and listening/speaking activities throughout the unit. Reading: “Summary of Lewis and Clark Expedition”, “Sacagawea” by Noah Remnick posted on readworks.org, “A Simplified Lewis and Clark Timeline” handout.</p>	
<p>Vocabulary: diplomacy, contiguous, expedition, lucrative, treacherous, nomadic, bartered, arduous</p>	
Text dependent questions:	Evidence based answers:
Why did President Jefferson choose Meriwether Lewis to lead the expedition?	He was his personal secretary, and he was intelligent, literate, and skilled as a frontiersman. (paragraph 2 in “Summary of Lewis and Clark Expedition”)
Why did Thomas Jefferson want to send Lewis and Clark on this expedition?	He wanted to find a water route across the continent to increase trade opportunities with China. (paragraph 1)

What are some of the words the author uses to describe the new terrain?	Massive, enormous, mountainous, unfamiliar (paragraph 1-2)
Name three advantages of having Sacajawea with them.	1. Her language skills. 2. Being from a nomadic tribe, she knew the land. 3. She knew how to gather and hunt for food. (paragraphs 2-5)
What role did the Shoshone tribe have with the expedition?	Lewis and Clark needed horses from them to cross the Rocky Mts. (paragraph 7)
Describe what you think was the most challenging part of the expedition, citing information from the text.	Answers will vary, but may refer to almost starving while crossing the Rocky Mountains, or fighting with Blackfoot Indians. (paragraphs 8-9)
How did Lewis and Clark record their trip?	They kept journals and collected plant samples. (paragraph 9)
What were some of the obstacles the expedition faced?	Steep mountains, snow, mistrustful Native American tribes. (paragraph 9)
Would the expedition have been successful without Sacajawea's help? Cite examples from the text to justify your answer.	Probably not, since she know how to travel the land, find food, and communicate with other tribes. (paragraphs 3-5)
From the events listed in the timeline, what Native American tribes did the Corps of Engineers encounter on the expedition?	9 tribes-Otoe, Missouri, Yankton Sioux, Teton Sioux, Hidatsa, Mandan, Shoshone, Clatsop, and Blackfeet. (throughout)

Day 1: As a class we will read the handout "Summary of Lewis and Clark Expedition". Students will re-read with a partner, generating a list of words that need clarification. Back as a whole group, we will compare and clarify lists. We will look at a map of the United States to trace the route described. (2 hrs.)

Day 2: Students will read "Sacagawea" in groups, and compare the information to that from the previous day's reading. They will try to figure out what the unfamiliar words mean using context clues and then they will discuss the text

dependent questions. We will review these as a class. (1.5 hrs.)

Day 3: As a class, we will go over the “Simplified Lewis and Clark Timeline”. Choosing 10-15 of the most important events that the expedition experienced, students will create a timeline using illustrations. (2 hrs.)

Day 4: They will write a summary explaining how these events helped shape the United States. When finished, they will peer edit their summaries, and rewrite. (2 hrs.)

Day 5: Students will show their timelines, and read their summaries to the class. (1.5 hrs.)

Language:

Students will refer to language in text to draw inferences in the order of events.

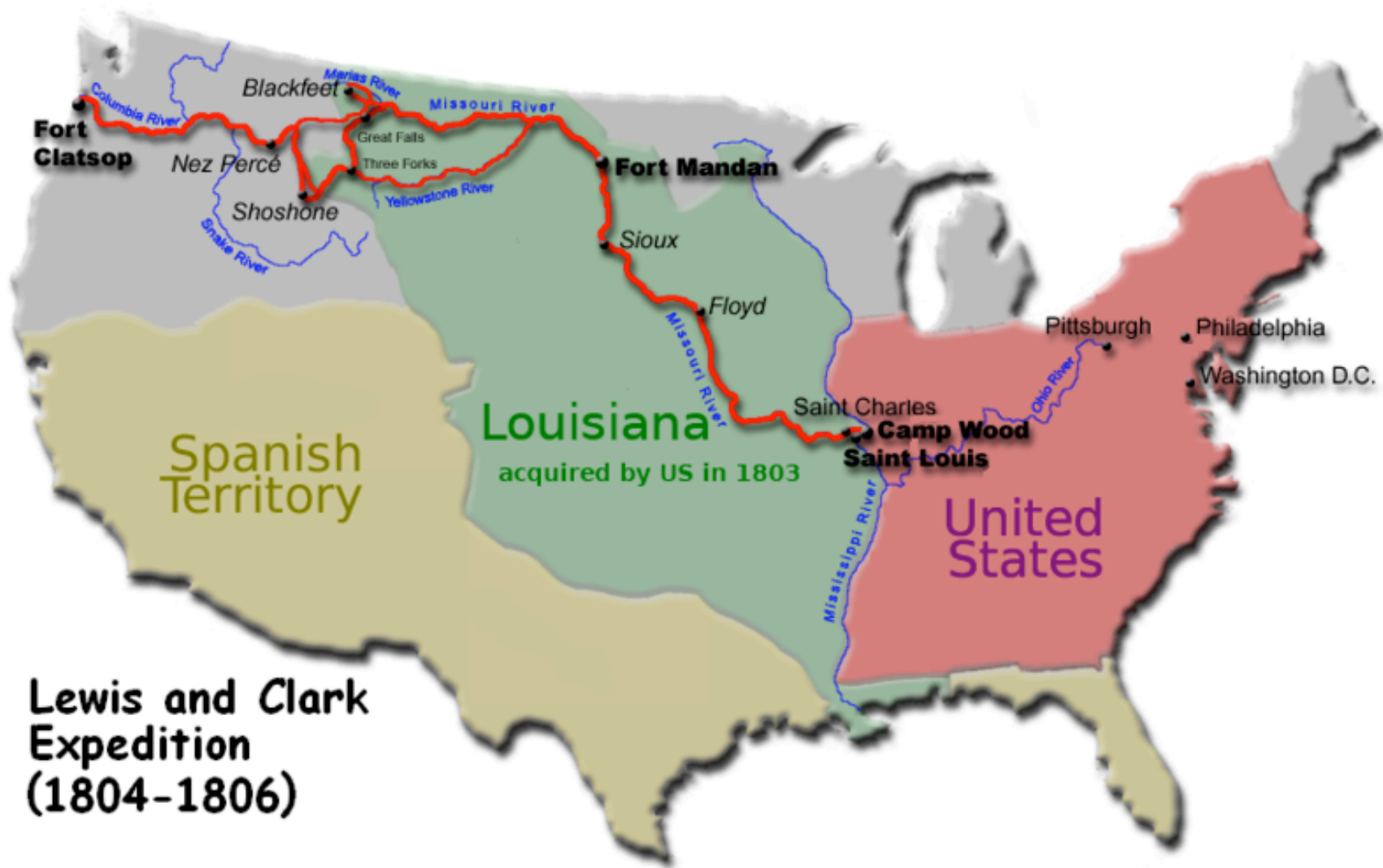
How I will scaffold my lessons to reach all of my students' levels:

As a class, we will review a map of the route taken by Lewis and Clark, along with a simplified timeline of events. Students will discuss the era, and brainstorm possible difficulties a traveler of that time might face.

How I will assess my students' mastery of the lessons:

Students will write a summary of how this expedition was important in the development of our nation, and how Sacajawea was a major influence. They will create timeline of contributions to the campaign, using information from the text.

My reflections of the lessons (what worked, what didn't, what I might change for next time:



A Simplified Lewis and Clark Timeline

1803

President Jefferson tasks his secretary-aide, Meriwether Lewis, to be a commander of an expedition, and Lewis writes a request for William Clark to be his partner in the expedition.

July 4

The President announced the Louisiana Purchase. Lewis and Clark are commanded by the President to find a Northwest route via the Mississippi River, create maps of the area, and establish the nature and scope of area of the Mississippi River Basin. If and when possible, Lewis and Clark must also establish diplomatic relations with Native American tribes, bring back relevant samples for further study, and write journals to keep note of events that take place during the expedition.

1804

May 14

The expedition leaves for the West from Missouri.

August to September

They meet with Otoe and Missouri Indians, and the Corps of Discovery gifts them with fifteen star flags and peace medals among other things as a sign of goodwill. On August 20, Sgt. Charles Floyd dies.

Later, the corps enjoys a peaceful council with Yankton Sioux. They send back a never-before-seen prairie dog, which they initially attempted to drown, to the President. A fight between the corps and Teton Sioux is averted with the mediation of Chief Black Buffalo.

October to December

The expedition comes across earth lodge villages of Hidatsa and Mandan Indians and they build Fort Mandan for them, which would be completed at the end of the year. Meanwhile, they meet Toussaint Charbonneau and his wife Sacagawea, both of which would later prove to be helpful to the expedition.

1805

April

A dozen members return to east, bearing maps and other findings, while the rest of the expedition proceeds further west. Along the way, they encounter a never-before-seen grizzly bear.

June

Lewis and Clark find a fork which they believe rests at the south of Missouri while the others believe it to be in the opposite direction. In scouting the area, Lewis also discovers the Great Falls of the Missouri and for other falls upstream.

July to August

They reach all three forks of Missouri and continue on to the land of Shoshones, Sacagawea's tribe. Meanwhile, back at home, the President receives shipment sent by the expedition.

The Shoshone chief is Sacagawea's brother and they leave in the company of a Shoshone guide, a mule, and twenty-nine horses.

September – October

The expedition almost starves while crossing the mountains of Montana before reaching Idaho. They reach Columbia River and when Clark glimpses Mount Hood, he considers it proof of the ocean's proximity.

November

In the wake of raging storms, majority of the expedition heads south of the river to set camp for winter.

1806

January

Jefferson meets returning members of the expedition together with several Yankton Sioux chiefs.

March 23, 1806

Clatsop Indians are gifted with Fort Clatsop. The expedition begins their journey home.

July

The expedition comes across several Blackfeet warriors and camp with them. Later, the warriors are caught attempting to steal the expedition's weapons and horses and a fight ensues, resulting with the death of two Blackfeet warriors.

September 23, 1806

The journey ends when Lewis and Clark arrive at St. Louis.

Summary of Lewis and Clark Expedition

In 1803 President Thomas Jefferson guided a splendid piece of foreign diplomacy through the U.S. Senate: the purchase of Louisiana territory from France. After the Louisiana Purchase Treaty was made, Jefferson initiated an exploration of the newly purchased land and the territory beyond the "great rock mountains" in the West.

Jefferson chose his personal secretary, Meriwether Lewis, an intelligent and literate man who also possessed skills as a frontiersman. Lewis in turn solicited the help of William Clark, whose abilities as draftsman and frontiersman were even stronger. Lewis so respected Clark that he made him a co-commanding captain of the Expedition, even though Clark was never recognized as such by the government. Together they collected a diverse military Corps of Discovery that would be able to undertake a two-year journey to the great ocean.

Jefferson hoped that Lewis and Clark would find a water route linking the Columbia and Missouri rivers. This water link would connect the Pacific Ocean with the Mississippi River system, thus giving the new western land access to port markets out of the Gulf of Mexico and to eastern cities along the Ohio River and its minor tributaries. At the time, American and European explorers had only penetrated what would become each end of the Lewis and Clark Trail up the Missouri several miles to the trapper headquarters at Fort Mandan and up the Columbia just a bit over a hundred miles to a point a little beyond present-day Portland, Oregon.

The Lewis and Clark Expedition paddled its way down the Ohio as it prepared the Expedition to be launched officially from Camp Wood, just outside St. Louis, in the summer of 1804. That summer and fall the company of explorers paddled and pulled themselves upstream, northwest on the Missouri River to Fort Mandan, a trading post, where Corps of Discovery set up camp, wintered, and prepared for the journey to the Pacific.

When the spring of 1805 brought high water and favorable weather, the Lewis and Clark Expedition set out on the next leg of its journey. They traveled up the Missouri to present-day Three Forks, Montana, wisely choosing to follow the western-most tributary, the Jefferson River. This route delivered the explorers to the doorstep of the Shoshone Indians, who were skilled at traversing the great rock mountains with horses. Once over the Bitterroot Mountains, the Corps of Discovery shaped canoe-like vessels that transported them swiftly downriver to the mouth of the Columbia, where they wintered (1805-1806) at Fort Clatsop, on the present-day Oregon side of the river.

With journals in hand, Lewis, Clark, and the other members of the Expedition returned to St. Louis by September 1806 to report their findings to Jefferson. Along the way, they continued to trade what few goods they still had with the Indians and set up diplomatic relations with the Indians. Additionally, they recorded their contact with Indians and described (and at times drew) the shape of the landscape and the creatures of this western world, new to the white man. In doing so, they fulfilled many of Jefferson's wishes for the Expedition. Along the way, William Clark drew a series of maps that were remarkably

detailed, noting and naming rivers and creeks, significant points in the landscape, the shape of river shore, and spots where the Corps spent each night or camped or portaged for longer periods of time. Later explorers used these maps to further probe the western portion of the continent.

The Expedition of the Corps of Discovery shaped a crude route to the waters of the Pacific and marked an initial pathway for the new nation to spread westward from ocean to ocean, fulfilling what would become to many Americans an obvious destiny.

Over the next two centuries the new Americans and many immigrants would wash across the central and western portions of what would eventually become the contiguous 48 United States. This wave of development would significantly transform virgin forests and grasslands into a landscape of cities, farms, and harvested forests, displacing fauna such as the buffalo and squeezing the Indians who survived onto reservations.

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