

☑ **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 already living in the Louisiana territory before the Lewis and Clark expedition
- ✓ Recall basic facts about Lewis and Clark's encounters with Native Americans
- ✓ Explain why and how Sacagawea helped Lewis and Clark

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:

- ✓ Write sentences about Sacagawea's role on the expedition, respond to questions and suggestions from peers, and add details to strengthen writing as needed (W.1.5)
- ✓ Ask and answer *where* questions orally, requiring literal recall and understanding of the details and facts from "Sacagawea" (SL.1.2)

- ✓ Add drawings to a classmate's written description of Sacagawea's role on the expedition to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Share writing with others

Core Vocabulary

permanent, *adj.* Lasting a long time and not changing in place or condition

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

skilled, *adj.* Trained to do something or being good at something


Example: Her dream was to become a skilled painter.

Variation(s): none

translate, *v.* To change words from one language into another

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

Variation(s): translates, translated, translating

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	
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Sacagawea		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Protection		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Tracking Lewis and Clark and the Corps of Discovery	Instructional Master 3B-1	20
	Interactive Illustrations	drawing paper, drawing tools	



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 near the Rocky Mountains.

What Have We Already Learned?

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

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. Talk with students about the Corps of Discovery's encounter with the Teton Sioux and the Yankton Sioux. Explain to students that today they will learn about two more Native American tribes, the Mandan and Hidatsa.

Essential Background Information or Terms

Remind students that Lewis and Clark needed people in the Corps of Discovery who could speak languages other than English. Ask students why they think Lewis and Clark needed people who could speak other languages.

Explain to students that Lewis and Clark needed to be able to communicate with Native American tribes, each of which spoke their own language. For example, 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.

Explain to students 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.

Purpose for Listening

Tell students that today they will hear about where Lewis and Clark spent the winter of their expedition and the people they met while they were there. 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.



1 The Mandan and Hidatsa are two Native American tribes who had been friendly to Lewis and Clark.



2 This means they had shelters that they did not move, unlike nomads who moved their shelters with them.



3 They made the high log walls to keep them safe.



Sacagawea

◀ 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 (*MAN*-dan) and Hidatsa (*hee-DAHT*-sah).¹ 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. 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 around their homes.² 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**.³ 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

- 4 When the river froze, it froze around the boat, and the keelboat became stuck in the ice.



- 5 or fell quickly

- 6 or talented

- 7 Do you think Lewis and Clark's Corps of Discovery and the Native Americans treated one another fairly?

- 8 Why do you think Lewis and Clark kept information in a journal?



- 9 Lewis and Clark couldn't speak any of the Native American languages, so they needed people who could talk to them and to the Native Americans they would meet. Also, one of their three tasks was to befriend the Native Americans.

weeks to chop the keelboat out of the ice.⁴

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 their hides. As the winter nights grew long and temperatures **plunged**⁵ 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**⁶ as blacksmiths made iron tools, axes, and arrowheads for the Mandans.⁷

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.⁸

← **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 (tu-SAHN shar-bahn-o). 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."⁹

Charbonneau had not come alone. With him was his very pregnant wife, a young Native American woman named Sacagawea (sa-KA-ja-WE-uh). Sacagawea was a member of the Shoshone (shoh-SHOH-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

10 Lewis and Clark thought that Sacagawea could be a guide and a translator for the expedition.



we come as friends, and she knows a lot about the countryside there.¹⁰ 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 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 (zhaun bap TEEST) 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.¹¹

11 Sacagawea’s baby was nicknamed Pomp or Pompey.

12 Remember, this was one of their three tasks requested by President Jefferson.

Lewis and Clark organized their notes and drawings and labeled samples of plants and animals they had gathered.¹² 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.¹³ They also took with them some living animals, such as a magpie and a prairie dog.¹⁴ 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.”

13 Here, the word *trunk* means a large, strong box used for holding things. The word *trunk* also means an elephant’s nose.

14 A magpie is a black and white bird that makes a lot of noise.

Clark replied, “He will be even happier when you and I report to

15 What was the last task they still had to accomplish?

him in person that we have reached the Pacific.”¹⁵ Then the two men started westward once more with the remaining men, one woman, Sacagawea, and a baby.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes



← Show image 8A-2: Mandan village

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.)
2. *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.)
3. *Inferential* When the river started to freeze, why did Lewis and Clark have trouble moving their boats through the water? (They couldn't travel by boat through the ice.)
4. *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.)
5. *Literal* 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.)
6. *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.)

7. *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 journals? (They kept information in a journal to report back to President Jefferson.)
8. *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.)

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

9. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where does today’s read-aloud take place?” Turn to your neighbor and ask your *where* question. Listen to your neighbor’s response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. 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: Protection

5 minutes

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. When something is called protection, that means it helps keep someone or something safe from something dangerous or harmful.

4. Livie wore sunscreen as protection so that 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. Tell students to listen to the following list of items. If the item is something they would use as protection from cold weather, they should say, "I would use that as protection." If the item is not something they would use as protection from cold weather, they should say, "I would not use that as protection." Remember to answer in complete sentences.

1. coat (I would use that as protection.)
2. bathing suit (I would not use that as protection.)
3. hat (I would use that as protection.)
4. gloves (I would use that as protection.)
5. a pair of shorts (I would not use that as protection.)
6. boots (I would use that as protection.)



Complete Remainder of the Lesson Later in the Day



Extensions

20 minutes

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

Reuse Instructional Master 3B-1. 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 and draw a new 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. Talk with students about Lewis and Clark's progress. Do students think Lewis and Clark are making good progress?

Interactive Illustrations

Explain to students that they will all get to be authors and illustrators in the next activity. Give every student a sheet of paper folded in half. On one half of the paper, have each student write a sentence about the read-aloud they just heard. Pair them with a partner, and ask them to read their sentence aloud and then trade papers. Using the second section on their partner's paper, have each student draw a picture that goes with his or her friend's sentence. Then have students hand the papers back to the original author. Encourage the author to add descriptive words to his or her original sentence using carets, and hand the papers back to the illustrators to draw more details into the illustration. Allow several students to share and discuss how their partners' illustrations differed from the pictures they had imagined in their heads when they wrote their sentences. As students discuss the illustrations, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.