

Rivers and Mountains

10

☑ **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:

- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details and facts from “Rivers and Mountains” (SL.1.2)
- ✓ Explain the meaning of “if at first you don’t succeed, try, try again” and use in appropriate contexts (L.1.6)

Core Vocabulary

confidently, *adv.* With confidence; being sure of yourself

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

Variation(s): none

dull, *adj.* Boring; not exciting

Example: The movie was very dull and very long.

Variation(s): duller, duller

sign language, *n.* A language or form of communication using one's hands


Example: While the story was read out loud, someone also told it using sign language.

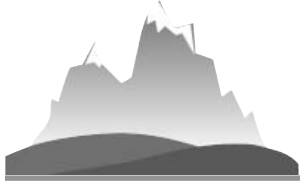
Variation(s): sign languages

waterfall, *n.* A place where a river falls 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

<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>	Rivers and Mountains		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Dull		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Tracking Lewis and Clark and the Corps of Discovery	Image Cards 15–22; Instructional Master 3B-1	20
	Sacagawea and the Dollar Coin	dollar coin	
	Sayings and Phrases: If at First You Don't Succeed, Try, Try Again		



Rivers and Mountains

10_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, the Louisiana Purchase, the Missouri River, and the Pacific Ocean on a United States map.

What Have We Already Learned?

Review with students the reasons why Lewis and Clark decided to bring Sacagawea on the expedition with them. (translator, guide)
Review the term *translator* with students.

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

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

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

- 1 Can you imagine traveling and being away from home for a year?
- 2 Which events do you think they were talking about?
- 3 *Dull* means boring. No one can say that this expedition has been boring.



◀ Show image 10A-2: A fork in the river

The Corps of Discovery had now been on their journey for over a year.¹ 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.² “Well,” Private Shannon said, “no one can complain that it has been **dull**.”³

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.”



← **Show image 10A-3: Map of Lewis and Clark's journey so far**⁴

4 [Point out that Lewis and Clark's path so far is shown in red.]

5 Which one of the three tasks will Lewis and Clark not be able to accomplish and why?

6 [Remind students that Sacagawea was Shoshone.]



← **Show image 10A-4: Going exploring**

7 [Explain to students that a waterfall is a place where the river falls from a high cliff.]

8 The fork is where the river split into two rivers. The word *fork* also has other meanings. The word *fork* also means a tool you use to eat food.

9 Who do you think will find the waterfall: Lewis or Clark?

The 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. Since they wouldn't be able to cross the mountains on a river, that meant there was no all-water route to the Pacific Ocean.⁵

"We need to find the Shoshone people up ahead, so we can buy horses from them," they agreed.⁶ But first they would have to continue along the Missouri River to the Rocky Mountains.

Lewis suggested, "The last Native Americans we talked to said that there was a huge **waterfall** up ahead on the Missouri River."⁷ We need to find that waterfall. Take some men along the south fork, Clark, and I'll try the north."⁸ 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."⁹

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**¹⁰

10 [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.



← **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.¹¹

11 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 a Shoshone horseman up ahead.¹² Unfortunately, when he saw Lewis and his men, the Shoshone horseman turned and rode away.

12 *Spied* means they saw a Shoshone horseman.



← **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.



← **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.¹³

13 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**

14 Remember, when Sacagawea translated, she turned the chief's words in the Shoshone language into English so that Lewis and Clark could understand.

Now Sacagawea could translate the chief's words.¹⁴ 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**

15 Sacagawea and her brother had not seen each other in many years.

She threw her arms around him and in a rush of words explained who she was. What a joyful surprise this was for everyone!¹⁵ 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."

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* How did Lewis and Clark cross the Rocky Mountains—by boat or by foot? (Lewis and Clark crossed the Rocky Mountains by foot.) Which task did Lewis and Clark discover they would not be able to accomplish? (Lewis and Clark would not be able to find an all-water route directly to the Pacific.)
2. *Literal* What was Sacagawea's job once the Corps of Discovery reached the Shoshone? (Sacagawea was the translator once the Corps of Discovery reached the Shoshone.)
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. *Literal* Where did Lewis and Clark and the Corps of Discovery still want to travel to? (Lewis and Clark still wanted to travel 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.]

6. *Evaluative What? 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 *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* 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: Dull

5 minutes

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 or not exciting.
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, or not exciting? What is something that you think of 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?

Use a *Making Choices* activity for follow-up. Directions: 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. (Answers may vary for all.)

1. swimming in a pool
2. sitting with nothing to do
3. waiting in line
4. swinging on the playground
5. standing still
6. listening to a story
7. a long car trip



Complete Remainder of the Lesson Later in the Day



Rivers and Mountains

10_B

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. Remind students that this is where Lewis and Clark first started on their expedition. Then, have students follow the Missouri River with their finger to the next dot. Remind students that this represents the Great Plains where Lewis and Clark met the Sioux and where they discovered the prairie dog. You may wish to use Image Cards 15–18 to help students review.

Then have students follow the Missouri River with their finger until they come to the next dot on their maps. Remind students that this represents where Lewis and Clark made their winter homes and met Sacagawea. You may wish to use Image Cards 19 (Mandan and Hidatsa) and 20 (Sacagawea) to help students review.

Again, have students follow the Missouri River with their finger until they come to the next dot on their maps. Remind students that this was where Lewis and Clark discovered the western red cedar and encountered the grizzly bears. You may wish to use Image Cards 21 (Grizzly Bear) and 22 (Red Cedar) to help students review.

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 the read-aloud today took place.

Talk with students about Lewis and Clark's progress. Do students think Lewis and Clark are making good progress? Was Sacagawea important to the success of the expedition thus far?

Sacagawea and the Dollar Coin

If possible, bring in a dollar coin and show students the picture of Sacagawea. The dollar coin was minted first in 2000 and commemorates her contribution to Lewis and Clark's expedition. Ask students why they think Sacagawea was chosen to be honored on a coin.

Sayings and Phrases:

If at First You Don't Succeed, Try, Try Again

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 the read-aloud today, 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. 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. However, they did not give up. 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.

So, 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.