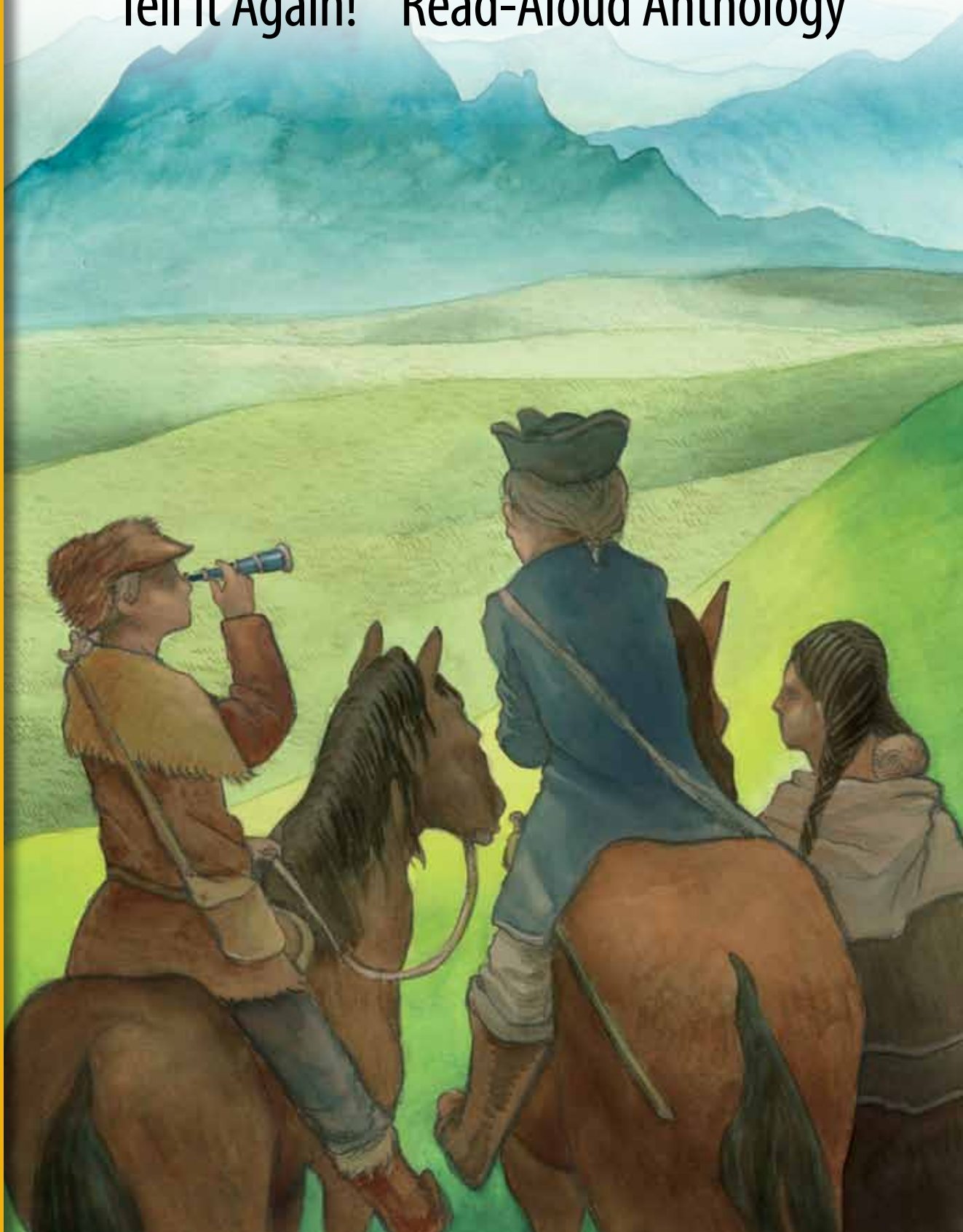
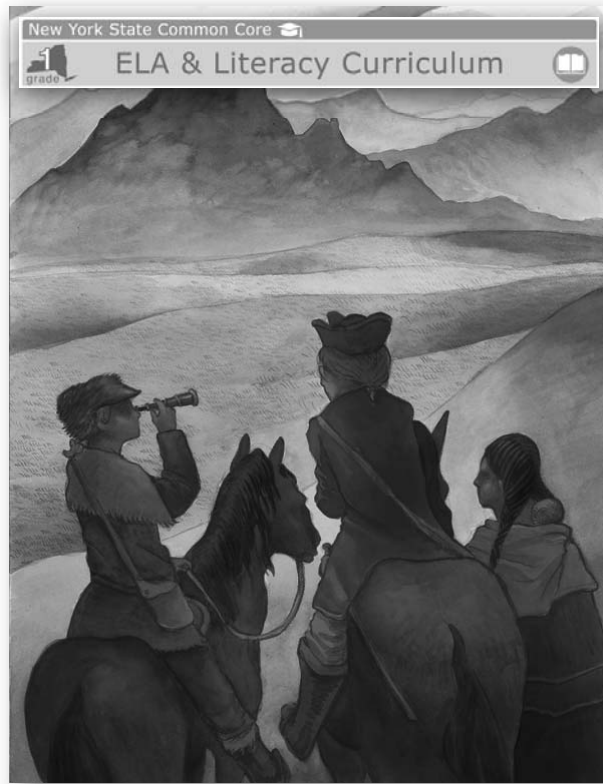




Frontier Explorers

Tell It Again!™ Read-Aloud Anthology





Frontier Explorers

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts is a trademark
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Frontier Explorers

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>Frontier Explorers</i>	v
Introduction to <i>Frontier Explorers</i>	1
Lesson 1: Daniel Boone and the Opening of the West	11
Lesson 2: Crossing the Appalachian Mountains	23
Pausing Point	35
Lesson 3: Jefferson and Monroe	38
Lesson 4: The Louisiana Purchase	50
Lesson 5: Lewis and Clark	61
Lesson 6: Lewis and Clark: The Journey Begins	71
Lesson 7: Discovery and Danger on the Prairie	80
Lesson 8: Sacagawea	91
Lesson 9: Red Cedars and Grizzly Bears.	102
Lesson 10: Rivers and Mountains	111
Lesson 11: To the Pacific and Back.	122
Domain Review	131
Domain Assessment	135
Culminating Activities	138
Appendix	141

Alignment Chart for Frontier Explorers

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.







Alignment Chart for Frontier Explorers

Lesson

	1	2	3	4	5	6	7	8	9	10	11
Core Content Objectives											
Locate the Appalachian Mountains on a map	✓	✓									
Recall basic facts about Daniel Boone	✓	✓									
Describe Daniel Boone as a trailblazer		✓									
Identify what the Wilderness Road refers to		✓									
Locate the Mississippi River on a map			✓	✓	✓	✓	✓	✓	✓	✓	✓
Locate the Rocky Mountains on a map			✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain why Thomas Jefferson wanted to purchase New Orleans			✓								
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							✓	✓		✓	✓
Explain why and how Sacagawea helped Lewis and Clark								✓		✓	

**Alignment Chart for
Frontier Explorers**

Lesson

Alignment Chart for Frontier Explorers				1	2	3	4	5	6	7	8	9	10	11
Reading Standards for Informational Text: Grade 1														
Key Ideas and Details														
STD RI.1.1		Ask and answer questions about key details in a text.												
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud													
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships													
STD RI.1.3		Describe the connection between two individuals, events, ideas, or pieces of information in a text.												
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud													
Craft and Structure														
STD RI.1.4		Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.												
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions													
STD RI.1.6		Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.												
CKLA Goal(s)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud													




**Alignment Chart for
Frontier Explorers**

Lesson

		1	2	3	4	5	6	7	8	9	10	11
Integration of Knowledge and Ideas												
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.											
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas						✓					
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).											
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds				✓					✓		
Range of Reading and Level of Text Complexity												
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.											
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3						✓					
Writing Standards: Grade 1												
Text Types and Purposes												
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.											
CKLA Goal(s)	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure					✓		✓				
Production and Distribution of Writing												
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed								✓			

**Alignment Chart for
Frontier Explorers**

Lesson

Alignment Chart for Frontier Explorers		1	2	3	4	5	6	7	8	9	10	11
Research to Build and Present Knowledge												
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds					✓				✓		✓
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓		✓						
Speaking and Listening Standards: Grade 1												
Comprehension and Collaboration												
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.											
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).											
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.											
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.											
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age											
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.											
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud											

Alignment Chart for Frontier Explorers

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.											
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud			✓	✓		✓		✓		✓	
Presentation of Knowledge and Ideas												
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.											
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	✓		✓				✓				
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.											
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings	✓					✓		✓			
STD SL.1.6	Produce complete sentences when appropriate to task and situation.											
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation						✓					
Language Standards: Grade 1												
Vocabulary Acquisition and Use												
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.											
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.											
CKLA Goal(s)	Provide examples of common synonyms and antonyms											✓
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).											
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)						✓					

Alignment Chart for Frontier Explorers

Lesson

Alignment Chart for Frontier Explorers		1	2	3	4	5	6	7	8	9	10	11
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).											
CKLA Goal(s)	Learn the meaning of common sayings and phrases										✓	
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)	✓										
Additional CKLA Goals												
Prior to listening to a read-aloud, identify orally what students have learned about a given topic		✓										
Share writing with others		✓				✓	✓	✓	✓	✓		✓
Make predictions (orally or in writing) prior to a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions			✓									
Identify new meanings for familiar words and apply them accurately			✓		✓							
Identify declarative, interrogative, and exclamatory sentences orally in response to prompts				✓								
Evaluate and select read-alouds on the basis of personal choice for rereading							✓					



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Frontier Explorers

This introduction includes the necessary background information to be used in teaching the *Frontier Explorers* domain. The *Tell It Again! Read-Aloud Anthology* for *Frontier Explorers* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 2. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fifteen days total on this domain.**

Week One								
Day 1	#	Day 2	#	Day 3	# ⓘ	Day 4	Day 5	#
Lesson 1A: “Daniel Boone and the Opening of the West” (40 min.)		Lesson 2A: “Crossing the Appalachian Mountains” (40 min.)		Pausing Point (40 min.)		Lesson 3A: “Jefferson and Monroe” (40 min.)	Lesson 4A: “The Louisiana Purchase” (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Pausing Point (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.	60 min.	

Week Two							
Day 6		#	Day 7	Day 8	Day 9	Day 10	#
Lesson 5A: “Lewis and Clark” (40 min.)			Lesson 6A: “Lewis and Clark: The Journey Begins” (40 min.)	Lesson 7A: “Discovery and Danger on the Prairie” (40 min.)	Lesson 8A: “Sacagawea” (40 min.)	Lesson 9A: “Red Cedars and Grizzly Bears” (40 min.)	
Lesson 5B: Extensions (20 min.)			Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)	
60 min.			60 min.	60 min.	60 min.	60 min.	

Week Three							
Day 11	Day 12	Day 13	#	Day 14	⑩	Day 15	#
Lesson 10A: “Rivers and Mountains” (40 min.)	Lesson 11A: “To the Pacific and Back” (40 min.)	Domain Review (40 min.)		Domain Assessment (40 min.)		Culminating Activities (40 min.)	
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)	Domain Review (20 min.)		Domain Assessment (20 min.)		Culminating Activities (20 min.)	
60 min.	60 min.	60 min.		60 min.		60 min.	

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Frontier Explorers*
- *Tell It Again! Image Cards* for *Frontier Explorers*
- *Tell It Again! Supplemental Guide* for *Frontier Explorers*

*The *Tell It Again! Multiple Meaning Word Posters* for *Frontier Explorers* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Frontier Explorers Are Important

In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.

The overriding focus of this domain is to emphasize the story of the westward expansion of the United States. While students will hear about many people, events, and dates, it is important to recognize that Grade 1 students are not expected to master or recall all of these details and facts. Some specifics are, of course, necessary so that students can understand and retell the story of the westward expansion of the United States. The details that Grade 1 students should be able to recall are explicitly identified in the Core Content Objectives that follow. Other factual information is incorporated to accurately tell and expose students to the complete “story.” Keep in mind that students in Core Knowledge schools will study this topic further in later grade levels.

Students will first review the development of the thirteen colonies and the Revolutionary War. They will hear how the first English colonists settled along the coast of the Atlantic Ocean. As

more people migrated to the colonies, and by the time of the Revolutionary War, the line of the frontier moved all the way to the Appalachian Mountains. Students will learn that the Appalachian Mountains were difficult to traverse and acted as a barrier to the colonists who wanted to settle farther west. Students will be introduced to Daniel Boone and the role he played in westward expansion, specifically his role in the creation of the Wilderness Road.

After hearing about Daniel Boone and the Wilderness Road, students will then hear about the presidency of Thomas Jefferson. Students will learn about how Jefferson enabled the purchase of the Louisiana Territory from France, moving the line of the frontier all the way to the Rocky Mountains. Students will hear about Lewis and Clark's explorations of the Louisiana Territory and about the three reasons why President Jefferson commissioned the exploration of the new land. (to find an all-water route from the Mississippi River to the Pacific Ocean; to make contact with various Native American tribes; and to record the geography and the wildlife of the Louisiana Territory) Students will also be introduced to Sacagawea and her role in the expedition. By the end of the domain, students should have a good understanding of the concept of westward expansion and how it contributed to the growth of the United States, as well as the key people involved.

Understanding the chronology of events and people in the westward expansion of the United States will lay the foundation for other historical topics, including coverage of 19th-century westward expansion in later grades.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Frontier Explorers*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

Native Americans

- Recall that Native Americans were the first inhabitants of North America
- Explain that there are many tribes of Native Americans
- Identify the environment in which the Sioux lived
- Identify the Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Sioux
- Explain the importance of the buffalo to the Sioux
- Identify the environment in which the Wampanoag lived
- Explain how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Explain that Native Americans still live in the United States today

Kings and Queens

- Describe what a king or queen does

Columbus and Pilgrims

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Explain why Europeans wanted to travel to Asia
- Describe the accomplishments of Christopher Columbus
- Recall the year of Columbus's first voyage to America: 1492
- Explain why Columbus called the land "India" and the inhabitants "Indians"

- Explain why Europeans eventually thought Columbus had discovered a “New World”
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims’ voyage on the Mayflower
- Explain the significance of Plymouth Rock
- Describe the Pilgrims’ first year in America
- Describe the first Thanksgiving Day celebration

Colonial Towns and Townspeople

- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings

Presidents and American Symbols

- Describe the differences between a president and a king
- Recognize Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America’s liberty

Core Vocabulary for Frontier Explorers

The following list contains all of the core vocabulary words in *Frontier Explorers* in the forms in which they appear in the read-alouds, or in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words on the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

barrier
claimed
settlements
woodsmen

Lesson 2

passes
pioneers
trailblazer
wilderness

Lesson 3

emperor
intelligent
loyal
mouth

Lesson 4

brilliant
clever
mansion
purchase
territory

Lesson 5

assistant
brave
co-captain

Lesson 6

communicate
diary
expedition
shelters
survive

Lesson 7

fascinated
guided
honored
prairie

Lesson 8

permanent
plunged
protection
skilled
translate

Lesson 9

hibernated
journals
overturned
record

toppled

Lesson 10

confidently
dull
sign language
waterfall

Lesson 11

canyons
communities
contentment
current
steered

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Frontier Explorers*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the *Tens Conversion Chart* located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Frontier Explorers*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the Supplemental Guide to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2 vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Frontier Explorers

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Bewildered for Three Days As to Why Daniel Boone Never Wore His Coonskin Cap*, by Andrew Glass (Holiday House, 2000) ISBN 978-0823414468*
2. *Exploring the West*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050119
3. *Ghost Town at Sundown (Magic Tree House, #10)*, by Mary Pope Osborne (Random House Books for Young Readers, 1997) ISBN 978-0679883395

4. *I Am: Sacagawea*, by Grace Norwich and illustrated by Anthony Vanarsdale (Scholastic Paperbacks, 2012) ISBN 978-0545405744
5. *The Legend of Daniel Boone*, by Eric Blair and illustrated by Micah Chambers-Goldberg (Picture Window Books, 2005) ISBN 978-1404809741
6. *Lewis and Clark*, by Lisa Wade McCormick (Scholastic Inc., 2006) ISBN 978-0516214436
7. *Lewis and Clark: A Prairie Dog for the President*, by Shirley Raye Redmond (Random House, 2003) ISBN 978-0375811203
8. *Lewis and Clark: Explorers of the American West*, by Steven Kroll (Holiday House, 1996) ISBN 978-0823412730
9. *Lewis and Clark for Kids: Their Journey of Discovery with 21 Activities*, by Janis Herbert (Chicago Review Press, 2000) ISBN 978-1556523748
10. *The Mississippi River*, by Allan Fowler (Children's Press, 2000) ISBN 978-0516265568
11. *A Picture Book of Davy Crockett*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1996) ISBN 978-0823412129
12. *A Picture Book of Sacagawea*, by David A. Adler and illustrated by Dan Brown (Holiday House, 2000) ISBN 978-0823414857
13. *Postcards from William*, by Betty Southard Stokes and illustrated by Emry Quinn (Harmony House Publishers, 2006) ISBN 978-1564692023
14. *Sacagawea*, by Jan Gleiter and Kathleen Thompson and illustrated by Yoshi Miyake (Raintree/Steck-Vaughn, 1998) ISBN 978-0817268893
15. *Seaman's Journal: On the Trail with Lewis and Clark*, by Patricia Reeder Eubank (Ideals Children's Books, 2002) ISBN 978-0824954420
16. *Who Was Daniel Boone?*, by Sydelle Kramer and illustrated by George Ulrich (Grosset and Dunlap, 2006) ISBN 978-0448439020

*This book may be better for one-on-one reading.

Websites and Other Resources

Teacher Resources

1. **Lewis and Clark**
<http://www.archives.gov/education/lessons/lewis-clark/>
2. **Louisiana Purchase**
http://www.learner.org/interactives/historymap/states_louisiana.html
3. **Thomas Jefferson and the Louisiana Purchase**
<http://www.loc.gov/exhibits/jefferson/jeffwest.html>
4. **Journals of Lewis and Clark**
<http://www.lewisandclarkjournals.unl.edu/index.html>