

JOURNEYS

UNIT 5 LESSON 25

supplements

LEWIS AND

CLARK

2011/2012



UNIT 5 LESSON 25

COMMON CORE STANDARDS

L.5.4c	consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning
L.5.6	acquire and use general academic and domain-specific words and phrases
R.L. 5.1	quote accurately when explaining what the text says explicitly and when drawing inferences
R.L. 5.2	determine theme from details; summarize
R.L. 5.10	read and comprehend literature
R.I. 5.1	quote accurately when explaining what the text says explicitly and when drawing inferences
R.I. 5.2	determine two or more main ideas and explain how they are supported by details/summarize
R.I. 5.3	explain the relationships between individuals/events/ideas/concepts in a text
R.I. 5.8	explain how an author uses reasons and evidence to support points
R.I. 5.10	read and comprehend informational text

UNIT 5 LESSON 25

CONTENTS & EXPLANATION

Author's Purpose	Students complete the graphic organizer, noting the author's purpose for writing the story and supporting the purpose with text details.
Supporting the Author's Purpose (1)	Students complete the graphic organizer, writing details that support the author's purpose (to inform readers about the Lewis and Clark expedition.)
Supporting the Author's Purpose (2)	Students complete the graphic organizer, writing details that support the author's purpose (to inform readers about the importance of Lewis and Clark's expedition.)
INTERACTIVE NOTEBOOK PAGE Author's Purpose	<p>Students write the author's purpose for writing the story. They lift the flaps and write three details that support the purpose.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
INTERACTIVE NOTEBOOK PAGE Monitor and Clarify: Tricky Words	<p>Students monitor their own understanding of their reading. They write any tricky words they come across while reading. Then, they lift the flaps and write the dictionary definition for each word in order to clarify meaning.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
Monitor and Clarify	Students monitor their own understanding of their reading. They respond to prompts such as: I wonder...I'm confused by...How...I don't understand...

UNIT 5 LESSON 25

CONTENTS & EXPLANATION

Primary Sources	Students look for 3 examples of primary sources in the text. They copy these examples into a table and then write about why the author may have chosen to include the primary sources in the story.
Lewis and Clark Text Questions	Students use details from the story to answer text-dependent comprehension questions.
A Surprise Reunion Text Questions	Students use evidence from the text to answer comprehension questions about the play.
Essential Question	Students journal write, answering the essential question, "How does the author feel about Lewis and Clark?"
Vocabulary Word Wall Words	The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.
Vocabulary Definitions and Sentence Writing	Students define each word using the glossary. Then, they write each vocabulary into a sentence that shows they understand the meaning of the word.
Vocabulary: Antonyms	Students match each vocabulary word to its antonym.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	Students use the glossary at the back of the book to look up the meanings of the words. * Students cut out and glue this page into their interactive notebook.

UNIT 5 LESSON 25

CONTENTS & EXPLANATION

Analogies	Students use the words from the word bank to complete the analogies. They use what they know about analogies to complete three open-ended examples at the end of the page.
Spelling Words	A list of spelling words is provided (2 lists to a page) for students to use for studying at home.
Spelling Words Writing 3x Each	Students write their spelling words 3 times each.
Spelling: Triangles	Students write their spelling words, one letter at a time so that they take the shape of triangles.
Proper Mechanics	Students read the sentences, correcting any errors. Sentences that are punctuated correctly are colored green.
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.

Name: _____

Author's Purpose

Directions: As you read, complete the graphic organizer. Take notes about the author's purpose for writing the story. Does the author want to entertain, inform, or persuade? Is there a message or theme the author is wanting to share?

Detail

Detail

Detail

The author's purpose is to

Name: _____

Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to inform the reader about Lewis and Clark's expedition.

Detail

Detail

Detail

The author's purpose is to

inform readers about the Lewis and Clark expedition.

Name: _____

Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to inform the reader about the *importance* of Lewis and Clark's expedition.

Detail

Detail

Detail

The author's purpose is to

inform readers about the *importance* of the Lewis and Clark expedition.

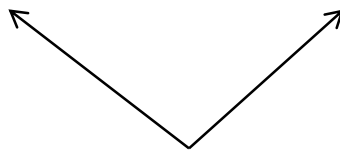
Name: _____

LEWIS AND CLARK

Author's Purpose

Directions: Cut out and glue into your interactive notebook. Write the author's purpose on the rectangle. Lift the flaps and write three details that support the author's purpose.

The author's purpose is		
DETAIL #1	DETAIL #2	DETAIL #3



Cut on the solid lines. Fold on the dotted line.

Name: _____

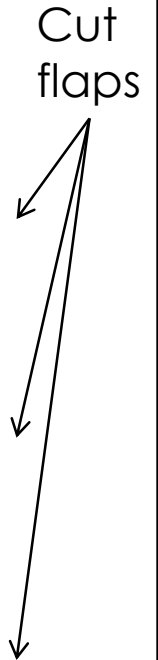
LEWIS AND CLARK

Monitor and Clarify

Directions: Cut out and glue into your interactive notebook. As you read the story, pay attention to how well you understand what you read. On the flaps, write down any tricky words you come across while reading. Lift each flap and write the dictionary definition.

Glue down this rectangular strip only

<i>Lewis and Clark</i> MONITOR & CLARIFY	Tricky Word #1
	Tricky Word #2
	Tricky Word #3
	Tricky Word #4
	Tricky Word #5
	Tricky Word #6



Name: _____

LEWIS AND CLARK

Monitor and Clarify

Directions: As you read, pay attention to your own understanding of the story. Below, write down any questions you have as you read.

I wonder ...

I'm confused about ...

How ...

I wonder why ...

Why ...

I don't understand ...

Name: _____

LEWIS AND CLARK

Primary Sources

Directions: Look for 3 examples of the use of primary sources in this text. These will be in the form of journal entries. Below, copy the 3 examples of primary sources from the text. Then, tell how including this quote helped the author to tell Lewis and Clark's story.

Primary source #1

Why might the author have included this in the text?

Primary source #2

Why might the author have included this in the text?

Primary source #3

Why might the author have included this in the text?

Name: _____

LEWIS AND CLARK

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Describe 3 obstacles the Lewis and Clark expedition encountered on their journey.

2. Support the following main idea with 2 details from the text.

Sacagawea earned the admiration of the crew on the expedition.

3. Describe the Shoshone women's reactions to seeing Meriwether Lewis and explain why they may have reacted that way.

4. Explain why Chief Cameahwait decided to give the expedition horses as well as a guide.

Name: _____

LEWIS AND CLARK

Text Questions

5. Make an inference: How might Lewis and Clark felt upon realizing the relationship between Sacagawea and the Chief?

6. What were two effects of the snowstorm in mid-September?

7. Compare and contrast the meetings between Lewis and Clark and the Chinook tribe versus the Nez Perce tribe. How were they similar, and how were the encounters different?

8. Make an inference: Why might President Jefferson have said "Lewis and Clark have entirely fulfilled my expectations..."?

9. How do Meriwether Lewis and William Clark's journals impact your understanding of their expedition?

Name: _____

A SURPRISE REUNION

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the text to find your answer and to provide text evidence.

How does the dialogue in the play help the reader better understand the perspective of Chief Cameahwait?

How did reading the historically inspired dialogue impact your understanding or interest in the expedition?

Draw a visualization you had while reading *A Surprise Reunion*.

Why might the story be titled *A Surprise Reunion*?

expedition

barrier

despite

fulfilled

range

techniques

resumed

edible

tributaries

trek

Name: _____

LEWIS AND CLARK

Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
expedition		
barrier		
despite		
fulfilled		
range		
techniques		
resumed		
edible		
tributaries		
trek		

Name: _____

LEWIS AND CLARK

Vocabulary: Antonyms

Directions: Match each vocabulary word to the correct antonym(s). Write the letter of the best match.

WORD

expedition

barrier

despite

fulfilled

range

techniques

resumed

edible

tributaries

trek

ANTONYM(S)

A. not carried out

B. a very short row or small group

C. no method

D. vacation

E. easy walk; stroll

F. discontinued

G. entrance

H. small, non-flowing bodies of water

I. prevented by

J. indigestible

Name: _____

LEWIS AND CLARK

Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the dictionary definition for each vocabulary word.

Glue down the rectangular strip only

<i>Lewis and Clark</i>	expedition	Cut flaps
	barrier	←
	despite	←
	fulfilled	←
	range	←
	techniques	←
	resumed	←
	edible	←
	tributaries	←
	trek	←
	Vocabulary	

Name: _____

LEWIS AND CLARK

Analogies

Directions: Use the words from the word bank to complete the analogies.

socks

pictures

goal

lead

arachnid

drink

flower

father

cow

continent

1. colt is to horse as calf is to _____
2. gloves are to hands as feet are to _____
3. girl is to mother as boy is to _____
4. ant: insect as spider: _____
5. author : words as illustrator : _____
6. France is to country as Europe is to _____
7. hungry : food as thirst : _____
8. basketball is to hoop as soccer ball is to _____
9. pen: ink as pencil : _____
10. Maple: tree as tulip : _____

Directions: Complete each analogy.

1. tongue: taste as eye: _____
2. puppies: dogs as cubs: _____
3. Denver is to city as Colorado is to _____

Name: _____

LEWIS AND CLARK

Spelling Words

TEACHERS: There are 2 lists per page. Copy and cut, before handing out to students.

Unit 5, List 25	Name:
elect	REVIEW
election	camera
tense	famous
tension	question
react	movie
reaction	minute
confess	CHALLENGE
confession	fascinate
decorate	fascination
decoration	construct
contribute	construction
contribution	
express	
expression	
imitate	
imitation	
connect	
connection	
admire	
admiration	

Unit 5, List 25	Name:
elect	REVIEW
election	camera
tense	famous
tension	question
react	movie
reaction	minute
confess	CHALLENGE
confession	fascinate
decorate	fascination
decoration	construct
contribute	construction
contribution	
express	
expression	
imitate	
imitation	
connect	
connection	
admire	
admiration	

Name: _____

LEWIS AND CLARK

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

elect			
election			
tense			
tension			
react			
reaction			
confess			
confession			
decorate			
decoration			
contribute			
contribution			
express			
expression			
imitate			
imitation			
connect			
connection			
admire			
admiration			

Name: _____

LEWIS AND CLARK

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

REVIEW

camera			
famous			
question			
movie			
minute			

CHALLENGE

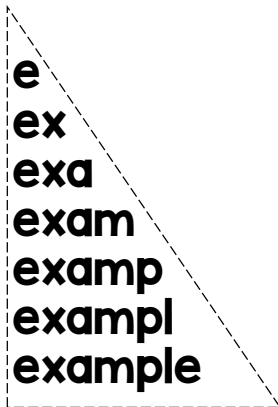
fascinate			
fascination			
construct			
construction			
REVIEW			

Name: _____

LEWIS AND CLARK

Spelling Triangles

Directions: Write your spelling words as triangle words. Write the word, adding one letter at a time. Your word will take the shape of a triangle! Look at the example to help you. (If you need more room, use the back of this paper.)



elect

election

tense

tension

react

reaction

confess

confession

decorate

decoration

contribute

contribution

express

expression

imitate

imitation

connect

connection

admire

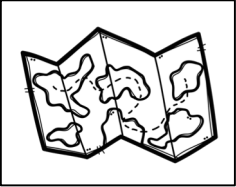
admiration

Name: _____

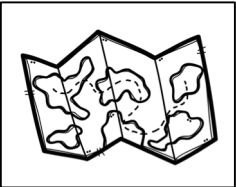
LEWIS AND CLARK

Grammar: Proper Mechanics

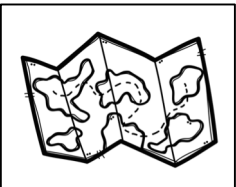
Directions: Read each sentence. If it is punctuated **correctly**, color the map **green**. If the sentence needs correction, rewrite the sentence, correcting the errors.



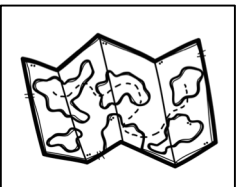
1. Have you read the book, lewis and clark?



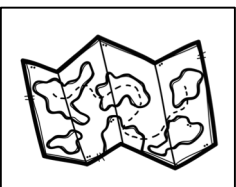
2. No, but I read an article entitled going west.



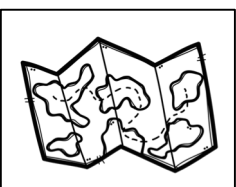
3. Sam and I wrote a short story called *The Journey of Lewis and Clark*.



4. I'm reading a book called explorers.



5. I wrote a poem called sacagawea.



6. I read What Was the Lewis and Clark Expedition, and I really liked it!

Name: _____

Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to inform the reader about Lewis and Clark's expedition.

Detail

President Jefferson asked Meriwether Lewis to lead a group on an expedition West. Lewis chose William Clark as his co-leader.

Detail

Lewis and Clark had to encountered many obstacles along the way, but were able to persevere. Sacagawea, a Native American woman, helped them along their journey.

Detail

In November of 1805, they saw the Pacific Ocean. They still needed to return to St. Louis, however, and were praised by the president upon their return.

The author's purpose is to

inform readers about the Lewis and Clark expedition.

Name: _____

Author's Purpose

Directions: As you read, complete the graphic organizer. Write details that prove the author's purpose is to inform the reader about the *importance* of Lewis and Clark's expedition.

Detail

President Jefferson had just acquired the land west of the Mississippi River and needed explorers willing to lead an expedition to explore the land.

Detail

Lewis and Clark returned with plant and animal life never before seen by American scientists.

Detail

The expedition proved that an inland waterway did not exist in North America.

The author's purpose is to

inform readers about the *importance* of the Lewis and Clark expedition.

Name: _____

LEWIS AND CLARK

Primary Sources

Directions: Look for 3 examples of the use of primary sources in this text. These will be in the form of journal entries. Below, copy the 3 examples of primary sources from the text. Then, tell how including this quote helped the author to tell Lewis and Clark's story. **There are many possible examples of primary sources.**

Primary source #1

Possible answer: Lewis wrote that the falls were "the grandest sight I ever beheld"

Why might the author have included this in the text?

Possible answer: The reader sees that majesty of the wilderness from Lewis' eyes. You can tell that even in the midst of trying to figure out how to get around the falls, he is still in awe and wonder at them.

Primary source #2

Possible answer: When Sacagawea realized the chief was her brother, Lewis writes "She jumped up, ran, and embraced him, and cried profusely"

Why might the author have included this in the text?

Possible answer: Reminds the reader that she was taken slave originally and lost track of her family. You get a good sense of how thrilled she must have been to see her brother as well as how thankful he was that she was free.

Primary source #3

Possible answer: Upon seeing the Pacific Ocean for the first time, William Clark wrote "Ocean in view! O! The joy!"

Why might the author have included this in the text?

Possible answer: The reader can sense the pure joy in finally seeing the ocean after months and months of a journey filled with danger and many obstacles. He is joy-filled and seems excited, not weary and just thankful to have reached the goal.

Name: _____

LEWIS AND CLARK

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Describe 3 obstacles the Lewis and Clark expedition encountered on their journey.

Possible answers: They had to cross the snowy Rocky Mountains. They needed to climb steep cliffs in order to get around the Great Falls of the Missouri River. They encountered a snowstorm in mid-September that eliminated wild game, forcing them to eat some of their pack animals.

2. Support the following main idea with 2 details from the text.

Sacagawea earned the admiration of the crew on the expedition.

Possible answers: She found edible roots and food for the expedition. She was able to use her knowledge of the area to keep the crew on the right track when the large river broke into smaller tributaries. Her relationship with the chief, her long lost brother, also helped them to get horses and a guide.

3. Describe the Shoshone women's reactions to seeing Meriwether Lewis and explain why they may have reacted that way.

They reacted fearfully and stood very still. They were not used to seeing white people and they had a bad relationship with the Blackfeet. They were unsure if the expedition was working with the Blackfeet.

4. Explain why Chief Cameahwait decided to give the expedition horses as well as a guide.

He is Sacagawea's brother and knew friends of hers could be trusted.

Name: _____

LEWIS AND CLARK

Text Questions

5. Make an inference: How might Lewis and Clark felt upon realizing the relationship between Sacagawea and the Chief?

Possible answer: They may have felt relieved and thankful because now the chief would trust them. They may have also felt indebted to Sacagawea, as well as sad that she couldn't stay and be with her brother because they needed her.

6. What were two effects of the snowstorm in mid-September?

The Shoshone guide got lost and the wild game was eliminated. They needed to kill their own pack animals in order to eat.

7. Compare and contrast the meetings between Lewis and Clark and the Chinook tribe versus the Nez Perce tribe. How were they similar, and how were the encounters different?

The Nez Perce were friendly and taught them how to build log canoes. The Chinook were less friendly and were harder to trade with. Meeting both groups provided hope – hope with the Nez Perce because they helped them, and hope with the Chinook because it meant the Pacific Ocean was not far.

8. Make an inference: Why might President Jefferson have said “Lewis and Clark have entirely fulfilled my expectations...”?

They brought back samples of plants and animal life that had never been seen before. They were able to prove that there was no internal waterway to sail to the Pacific Ocean. They told the president many entertaining stories.

9. How do Meriwether Lewis and William Clark's journals impact your understanding of their expedition?

Answers will vary.

Name: _____

A SURPRISE REUNION

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the text to find your answer and to provide text evidence.

How does the dialogue in the play help the reader better understand the perspective of Chief Cameahwait?

The reader better understands his reasoning for not giving over the horses freely. There is concern that they are allies of the Blackfoot.

How did reading the historically inspired dialogue impact your understanding or interest in the expedition?

Answers will vary.

Draw a visualization you had while reading *A Surprise Reunion*.

Drawings will vary.

Why might the story be titled *A Surprise Reunion*?

Because the reunion between Sacagawea and her brother, the Chief, is a complete surprise to all of them!

Name: _____

LEWIS AND CLARK

Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
expedition	a group making a journey for a specific purpose	Answers will vary.
barrier	something that blocks movement or passage	Answers will vary.
despite	in spite of	Answers will vary.
fulfilled	to carry out	Answers will vary.
range	an extended group or series, especially a row or chain of mountains	Answers will vary.
techniques	a procedure or method for carrying out a specific task	Answers will vary.
resumed	to continue	Answers will vary.
edible	safe to eat	Answers will vary.
tributaries	a river or stream that flows into a larger river or stream	Answers will vary.
trek	a long hard journey, especially on foot	Answers will vary.

Name: _____

LEWIS AND CLARK

Vocabulary: Antonyms

Directions: Match each vocabulary word to the correct antonym(s). Write the letter of the best match.

WORD		ANTONYM(S)
expedition	D	A. not carried out
barrier	G	B. a very short row or small group
despite	I	C. no method
fulfilled	A	D. vacation
range	B	E. easy walk; stroll
techniques	C	F. discontinued
resumed	F	G. entrance
edible	J	H. small, non-flowing bodies of water
tributaries	H	I. prevented by
trek	E	J. indigestible

Name: _____

LEWIS AND CLARK

Analogies

Directions: Use the words from the word bank to complete the analogies.

socks	pictures	goal	lead	arachnid
drink	flower	father	cow	continent

1. colt is to horse as calf is to **cow**
2. gloves are to hands as feet are to **socks**
3. girl is to mother as boy is to **father**
4. ant: insect as spider: **arachnid**
5. author : words as illustrator : **pictures**
6. France is to country as Europe is to **continent**
7. hungry : food as thirst : **drink**
8. basketball is to hoop as soccer ball is to **goal**
9. pen: ink as pencil : **lead**
10. Maple: tree as tulip : **flower**

Directions: Complete each analogy.

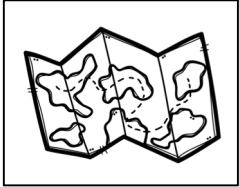
1. tongue: taste as eye: **sight**
2. puppies: dogs as cubs: **bears**
3. Denver is to city as Colorado is to **state**

Name: _____

LEWIS AND CLARK

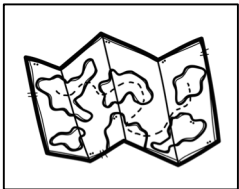
Grammar: Proper Mechanics

Directions: Read each sentence. If it is punctuated **correctly**, color the map **green**. If the sentence needs correction, rewrite the sentence, correcting the errors.



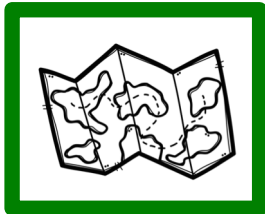
1. Have you read the book, lewis and clark?

Have you read the book, Lewis and Clark?

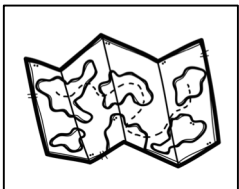


2. No, but I read an article entitled going west.

No, but I read an article entitled "Going West."

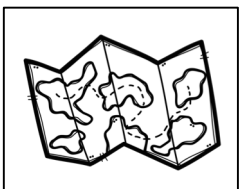


3. Sam and I wrote a short story called *The Journey of Lewis and Clark*.



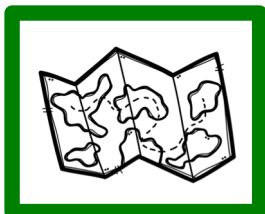
4. I'm reading a book called explorers.

I'm reading a book called Explorers.



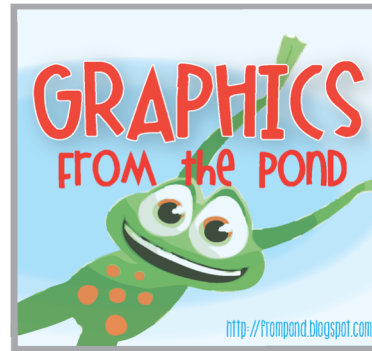
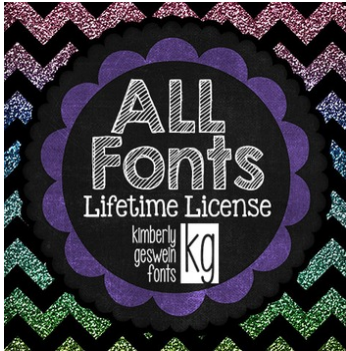
5. I wrote a poem called sacagawea.

I wrote a poem called "Sacagawea."



6. I read What Was the Lewis and Clark Expedition, and I really liked it!

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