



Trail Guide to Learning Curriculum Series

Paths of Exploration: Lewis & Clark Unit

by Debbie Strayer and Linda Fowler

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Third Edition

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DEDICATION

We dedicate this book to all those who have bravely chosen to follow the path that the Lord laid before them, in spite of the time, sacrifice and faith it takes to do so. And most especially—to every mom who picks it up and breathes a sigh of relief. May it be a blessing to your family!

-Debbie Strayer & Linda Fowler

★ TABLE OF CONTENTS ★

Instructions

<i>Paths of Exploration</i> Web Page	7
Units	7
Enrichment Activities.....	7
Grade Levels	7
Answers & Appendix.....	8
Margin Notes	8
Lapbooks.....	8
Lesson Contents	
Steps for Thinking	8
Copywork & Dictation.....	8
Reader	9
Read-Aloud, Discussion, Narration, Reflective Writing	9
Word Study	9
Geography, Science, & History.....	10
Writing, Drawing, Art, & Doing.....	10
Independent Reading	10
Student Notebooks.....	10
Getting Started	
Materials.....	11
Student Notebook Pages.....	11
Reading Assignments	11
Updates & Corrections.....	11
Support.....	11
Required Resources	12
Optional Supportive Resources	12

Lewis & Clark Unit

Lesson 1.....	13
Lesson 2.....	31
Lesson 3.....	51
Lesson 4.....	71
Lesson 5.....	91
Lesson 6.....	109

Appendix

Appendix Table of Contents	127
Lewis & Clark Unit Summary	128
Lessons At A Glance	129
Skills and Topics	135
Spelling Words	137
Challenge Spelling Words	138
Steps for Thinking.....	139
Vocabulary Words.....	140
Game Instructions.....	142
Game Answers.....	143
Presentation Feedback Form.....	147
Conference Summary.....	148
Animal I.D. Glossary	149
Native American Profile	150
States of Matter Concentration	151
Lewis & Clark Bingo.....	155
About the Authors.....	168

★ INSTRUCTIONS ★

Welcome to the third edition of *Paths of Exploration*, a six-book unit study curriculum replacing the two-volume set in previous editions. In addition to improvements in games (color, tear-out game pages), ease of use (separate books rather than two heavy volumes), and updated layout design, we have simplified some aspects for the user.

Paths of Exploration Web Page

One key change is the implementation of a special web page with links to all things related to *Paths of Exploration*. This page includes:

- Detailed instructions
- Corrections and updates (check here for updates before starting the unit)
- Links to Facebook and user groups
- Links associated with lessons in this book

The web address for this page is: www.geomatters.com/pages/poe.

When the curriculum text or margin notes refer you to the “links page,” this is where you go to access those supplementary sites. From there, simply find the lesson and part associated with the unit you are teaching, and visit a website that enhances your study. Be sure to bookmark this page for easy access throughout the unit.

What follows are the basic instructions on teaching this unit. For more background information about the Trail Guide to Learning Series, detailed instructions for using *Paths of Exploration*, author’s philosophy, and in-depth descriptions of each section, visit the web page above. You can read online or download to computer, mobile, or tablet.

Units

Paths of Exploration is a one-year, multi-level curriculum covering the exploration phase of American history. It is divided into the following six units:

Columbus Jamestown Pilgrims Daniel Boone Lewis & Clark Trails West

Though intended to cover a 36-lesson school year, each six week unit can effectively be studied independently (except Trails West, which includes reviews of each of the previous five units). Units are arranged in six lessons with five parts each and are designed to take about a week—but we encourage you to adjust the curriculum’s schedule to fit the needs of your students. Even though one part generally takes one day to complete, with one lesson taking a week, do what works for you. Keep in mind that this curriculum is your servant, not your master.

Enrichment Activities

Every Part 5 contains Enrichment Activities that serve two main purposes. Use them throughout the lesson to help your older students (sixth grade and up) go deeper with the subject matter. Younger students who complete the lessons quickly, or who simply enjoy learning on a more in-depth level, can use the Enrichment Activities as well.

Grade Levels

All six *Exploration* units target grades 3, 4, and 5. In most assignments, the recommended activity levels are noted with icons: 🐾 for grade 3 🦋 for grade 4 and 🖐 for grade 5. **If there is no icon (or trail marker) present, the activity is intended for all levels.** You can flex within these levels to customize assignments according to your students’ interests and abilities.

This curriculum can be easily adapted for second grade abilities by reducing reading assignments and substituting oral responses for written work. If you prefer more detailed instructions for your younger students, there is a thoroughly scripted younger extension (*Paths of Exploration Junior*), intended for families with additional children in kindergarten through grade 2.

Sixth graders can be accommodated and challenged through increased reading and writing and through the provided Enrichment Activities mentioned above. For more specific guidance and instruction, there is an older extension intended for families with additional students in grades 6 and 7.

Please note that both the younger and older extensions require the use of the main teacher guides and do not work independently.

Answers & Appendix

Answers to questions asked within the lesson text are marked with a superscript number and are located on the last page of each lesson. Answers to games are found in the appendix. The appendix also contains teacher aides, such as the Unit Summary, Lesson At A Glance planners, skills and topics charts, and instructions for games and projects.

Margin Notes

Margin notes appear in the text for several reasons, including to offer encouragement, expand or recall instructions, and explain teaching strategies. Think of them as your teacher guide, and be sure to read them all as they appear. Sometimes the margin note is repeated a second time as a helpful reminder for those who may have missed it the first time.

Lapbooks

Lapbooks are optional resources that are available to accompany each unit in *Paths of Exploration*. The lapbooks were created to build and review the concepts and content taught by the curriculum, with hands-on reinforcement. If you use lapbooks, those activities are designed to replace any corresponding Student Notebook assignments, particularly for younger students. They may also be beneficial to many older students who prefer a more hands-on approach to learning, or for review. Assignments that have corresponding lapbook activities are indicated by the symbol shown on this page.



★ LAPBOOK ACTIVITY ★

★ LESSON CONTENTS ★

Basic instructions on teaching the different subject sections in this unit are provided below. There are more detailed instructions and tips for teaching at the website provided on page 7.

Steps for Thinking

Since a primary focus of the Trail Guide to Learning Series is to develop and sharpen your student's ability to think, each lesson in *Paths of Exploration* begins with several **Steps for Thinking**. These are the big ideas demonstrated through the reading, discussion, and other activities of the lesson. Explain each step to your child, and discuss any ideas or questions he may have. You will revisit the steps regularly, so look for opportunities to connect examples to the concepts whenever possible.

A. Copywork & Dictation

Copywork and dictation activities provide a consistent method for students to see, hear, and write language correctly. It is a simple, natural first step in learning language skills. Copywork is generally assigned for third and fourth graders and dictation for fourth and fifth grade; however, do what works for your student. Start this

activity slowly, and don't rush it! Be aware that meeting your child's individual need to successfully complete the assignment is more important than rushing to keep up with a suggested schedule.

If handwriting is particularly frustrating and difficult for a student, try different writing tools and surfaces. If your student continues to experience difficulty, it is perfectly acceptable to allow him to type the passages. This is also an acceptable approach for the older student who prefers typing to handwriting. The goal is for your student to see the words, hear the words, and write the words. Know this: it is more important for students to learn the reading, grammar, and spelling mechanics that result from dictation and copying than it is to write the passage by hand.

B. Reader

The natural method of learning continues in this section with the reader assignments. Each reader is coordinated with the unit and provides a ready-made history lesson. The lives of real people become linked to places and events. In turn, this connection brings character and convictions to light, as well as great adventures and drama. Great examples of mechanics and word usage flow naturally from the readings, and phonics principles, spelling patterns, and vocabulary come from the wellspring of literature.

Younger students are instructed to read their assignments aloud in order to build reading fluency. Fluency, or the ability to read something effortlessly, is also an important part of comprehension. If a student can read a passage aloud with expression, correct phrasing, and attention to punctuation, it is much more likely that he will understand the meaning of the passage.

Every student is to read or listen to **both** literature selections for the unit. Reading or hearing the two perspectives adds richness to the stories and depth to the understanding of the events and circumstances of the times. Critical thinking skills build as the two related stories allow students to compare and contrast to find similarities and differences.

C. Read-Aloud, Discussion, Narration, & Reflective Writing

Most parents agree that it is beneficial to read aloud to young children to develop pre-reading skills. But the benefits don't stop there. Reading aloud to children of all ages is one of the easiest, most enjoyable, and most effective ways to share ideas and begin thoughtful conversations. Since students do not have to worry about decoding during read-aloud time, they can focus totally on the meaning of what they are hearing. This allows them the opportunity to think about the ideas and information being presented and to formulate their own thoughts. It prepares them to respond to what they have heard through discussion, retelling, or reflective writing. These skills form a natural way for teachers to see what their students have understood from passages read aloud.

D. Word Study

This section exists to equip students with strategies to gain meaning from unfamiliar words and to begin gently introducing the basic elements of language mechanics. This information must be connected to other learning in order to remain with children on a long-term basis. For that reason, the best time to teach them about phonics, word usage, mechanics, vocabulary, spelling, and grammar is when they read a word or hear it used in a story. Word study activities occur in every lesson, taking advantage of the opportunities presented in the literature to connect meaning and structure for your students.

Vocabulary is a focus of this curriculum as students make and collect cards with words and meanings listed. The purpose of this activity is not memorization or dictionary skills, but understanding. By building an awareness of new or unusual words, you are teaching your students an important strategy for understanding what they have read or heard. New vocabulary words are in **bold** type throughout the curriculum and appear in the context of a

lesson or story. This helps students recognize the connection between the way a word is used and its meaning. This is an important reading strategy called using context clues. Completing the vocabulary activities reinforces the importance of learning and using new words as students read, write, discuss, and retell.

Spelling is a skill that has several components, such as perceptual ability and memory. Some individuals are naturally talented at spelling, and some are not. The goal of the spelling assignments is to help your students make connections to meaning, phonics, and word patterns. Memorizing a list is not as valuable to students as increasing their ability to comfortably write words that express their understanding and opinions. The goal, then, is to increase their ability to recognize and spell more words correctly—not just to be able to spell a new word correctly for a week or two and then forget it.

Grammar study in *Paths of Exploration* is approached in the most natural and meaningful way possible—through the children’s literature. As students engage in Grammar Scout searches and activities, they become familiar with fundamental language mechanics in an unthreatening, realistic way. They are given opportunities to see parts of speech modeled in actual stories or through games, which prove far more effective than pages of artificial activities.

E. Geography, Science, & History

Making connections is an important part of this curriculum, and the studies of geography, science, and history are naturally connected. The knowledge of one area contributes to knowledge in the other areas. By considering the linkage of subjects in real life, connections readily occur for the students. This helps them add to what they know when they encounter new information. It also helps students remember what they have learned.

Geography is the study of maps and places, the impact of people who live in those places, and their cultures and worldviews. It is the umbrella under which science and history connect. For example, science in *Paths of Exploration* is mostly (but not entirely) devoted to the study of plants, animals, and habitats the explorers encountered when they journeyed to new areas. Likewise, events in history come alive within the context of geography—the places where things happened, the people who lived there, how worldviews impacted events, and how cultures changed.

F. Writing, Drawing, Art, & Doing

Learning new concepts should inspire a response. Since you are not limited to conventional school-type methods, you can employ an array of effective and enjoyable ways to gain and respond to information. Hands-on activities and projects are powerful teachers, and those included in this section naturally reinforce various themes in the lessons and strengthen thinking skills.

G. Independent Reading

This is an important part of each student’s daily schedule. It provides regular practice for word study, thinking skills, and, of course, reading ability. Though you may be tempted to skip this activity to save time, please don’t!

★ STUDENT NOTEBOOKS ★

This book is your teacher guide with scripted lessons for your children. However, each student also needs a set of student notebook pages to complete his or her assignments. Maps, charts, and other activities assigned in the textbook are included in the notebook pages in an easy, ready-to-use format for the student. The Student Notebook pages are available in your choice of printable digital files or grade level ready-to-use printed pages.

Bear in mind that the Student Notebook is not only a vital part of the curriculum, but it also provides a **portfolio** of your student's work. A portfolio is often the best possible written measure of student achievement, and completion of the Student Notebook creates an excellent, consecutive record of student work in reading, writing, geography, history, science, and art.

★ GETTING STARTED ★

Materials

Before beginning a lesson, look at the Materials List in Part 1 to be sure you have what you will need to complete the regular activities. Besides the required books and other key resources, many lessons require the use of additional items you should keep on hand:

highlighters	scissors	glue	tape	ruler
dictionary	thesaurus	index cards	colored chalk	construction paper
three-hole punch	colored pencils	timing device		

Student Notebook Pages

If you are using digital files for the Student Notebook, either print all the pages for your child's level before you begin the unit, or print lesson by lesson. Give students the notebook pages they need at the beginning of each lesson or week. Organize the student notebook in a three-ring binder with tabs for each of the six lessons.

Reading Assignments

Because various editions of the same book often have different page numbers, the reading assignments in this unit include the first and last words of each passage. Mark reading assignments ahead of time in pencil so that the flow of your school is not interrupted with finding beginning and ending points.

Updates & Corrections

Occasionally, a reader or other required resource goes out of print. When this happens, we locate a suitable substitute and write new lessons for that section. Sometimes, when a book is reprinted by the publisher, the newer edition page numbers no longer match up to our assignments. When this happens, we create an updated sheet with new page numbers. All corrections and updates are located on the web page below.

Check the updates page before you begin this unit to see if there are any changes that you may need to incorporate.

Support

The Trail Guide to Learning series Yahoo! user group gives you an opportunity to be a part of the community of those who are traveling the Trail. Post questions, share experiences, and read the thoughts of others who are using our materials with their families.

Facebook is a great place to connect with us for news and info about the curriculum or to just post a comment about your experience using the Trail Guide to Learning series.

You can connect to the group and Facebook page from the web page shown below and mentioned at the beginning of these instructions, www.geomatters.com/pages/poe.

★ REQUIRED RESOURCE LIST ★

The following materials are required for use with Unit 5: Lewis & Clark in *Paths of Exploration*.

Lewis & Clark Student Notebook pages
Munford Meets Lewis & Clark by Jamie Aramini
Seaman by Gail Langer Karwoski
Lewis & Clark Hands-On by Sharon Jeffus
Profiles from History, Volume 1 by Ashley M. Wiggers
North American Wildlife Guide published by Reader's Digest
Eat Your Way Around the World by Jamie Aramini
Classroom Atlas published by Rand McNally
United States History Atlas published by Maps.com
Large-scale U.S. and World Outline Maps

★ OPTIONAL SUPPORTIVE RESOURCES ★

The following materials are not required to complete the curriculum but are valuable additions. You can find more information about these supportive resources on the web page, www.geomatters.com/pages/poe.

Paths of Exploration assessments: Coupled with your daily observations and interactive discussions and games, assessments provide ample material upon which to base an accurate evaluation.

Light for the Trail Bible supplement: This optional Bible supplement is designed to enable students to make real-life connections between the content of the curriculum and the lessons of Scripture.

Lapbooks: Creative, hands-on, notebooking project folders

Older Extension: Lessons for six units (for sixth and seventh grades) and readers

Paths of Exploration Junior: Six units (for kindergarten through second grade) with associated resources

*“Don’t measure learning by the grade, score or product,
measure it by the heart. That way you find you have
lifelong partners in learning.”*

- Debbie Strayer

Enjoy the Journey!

Lesson 1: Part 1


STEPS FOR THINKING


1. Following a leader or person in authority that you trust gives you a feeling of security during demanding times.
2. Trustworthy leaders are able to work with others to solve problems and make decisions.
3. Trustworthy leaders are responsible to those who are dependent upon them.
4. Trustworthy leaders are faithful to the mission they have been given.

A. Copywork & Dictation

Language Skills, Thinking Skills

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Read the passage aloud, or ask your teacher to read it to you.


 Copy or write as your teacher dictates page 9, paragraph 4 (“Some days, ...”) from *Munford Meets Lewis & Clark*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.

 Copy or write as your teacher dictates page 5, paragraph 1 (“I want to...”) from *Seaman*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History






Munford Meets Lewis and Clark: page 7 (Chapter One) through page 9, paragraph 5 (“...way to travel!”)

 Read the above assignment aloud.

 Read the above assignment silently.

The **Steps for Thinking** section gives you the main ideas about the topics presented. Understanding these helps you to have productive discussions with your children so they, too, understand the bigger ideas. This forms more permanent learning, contrary to just learning facts, which tends to be temporary. These steps are useful prior to instruction, and they are also useful for review at the end of the lesson.

★ MATERIALS ★

- *Munford Meets Lewis & Clark*
- *Seaman*
- *Lewis & Clark Hands On*
- *Profiles from History, Vol. 1*
- *North American Wildlife Guide*
- *Eat Your Way Around the World*
- Dictionary
- Journal or composition book (optional)
- Student Notebook
- Library and/or Internet access
- Index cards/marker
- Craft supplies (Part 3):
paper towel roll, glue, scissors, yarn or fabric, construction paper
- Crayons or colored pencils
- 1/2 cup of milk  
- small container with lid  
- #2 or ebony drawing pencil
- Piece of fresh fruit 
- Ingredients for recipes (Part 5)

Additional resources for Enrichment Activities are found in Part 5.

C.

During this unit, your child will continue to reflect in writing on what he has read or heard. The writing done in this activity is meant to help your child put what he has learned into words. Information needed to answer the questions can be found in the read-aloud assignments. The length of writing is not as important as giving a clear answer. Encourage your child to use words from the question as a word bank to help him begin writing his answer.

D.

If you or your child would like to add a greater degree of difficulty to any of the spelling lessons, choose words from the Challenge Spelling List in the appendix for the lesson on which you are working. The words on this list are taken from the literature being read.



★ LAPBOOK ACTIVITY ★

C. Read-Aloud & Reflective Writing *Language Skills, Thinking Skills* *Seaman*: pages 1 (Chapter One) through 6 (end of chapter)

- 🐾 Listen as your teacher or someone else reads the assignment aloud.
- 👤 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
- 👉 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: As you know, *reflective writing* means thinking about your answer to a question and then writing it down using complete sentences. Listen carefully as your teacher reads the questions below, and write your answers in your Student Notebook. Remember, if you don't know how to start your answer, use words from the question to help you begin. Also, if your answer is an opinion, be sure to include reasons or examples for why you think as you do.

- 🐾 Mr. Hanson was surprised that Meriwether Lewis was willing to pay \$20 on the spot for *Seaman*. Write two or three sentences that tell why you think Lewis was so impressed with *Seaman*.
- 👤 Mr. Hanson played a joke on Captain Lewis. Write several sentences telling what the joke was and how Captain Lewis reacted. How did *Seaman* make it up to Captain Lewis?
- 👉 *Seaman* seemed sad to leave his owner. What did Captain Lewis do to help *Seaman* adjust? How do you think Mr. Hanson's training helped *Seaman* make the transition to a new owner?

D. Word Study *Spelling, Phonics, Vocabulary* Read the following words, and then practice copying them in your Student Notebook. These are your spelling words for this lesson:

ton	shaggy	natives	bravery
corps	capture	debate	courage

- 👤 Add the following words to your list:


skeptical	gazed	wager	brine
-----------	-------	-------	-------

- ### E. Geography *History, Thinking Skills, Word Study*
- Together with your teacher read, or listen as she reads, pages 1, 3, and 4 in *Lewis & Clark Hands On*. These pages tell some of the things you will learn about in this unit. Although you will be using *Lewis & Clark Hands On* a great deal, you will not always do the pages in order, and you may be asked to combine some of the activities with others.

This book will help you learn about **topography**, **flora**, and **fauna** of the Louisiana Purchase. These are words that are often used when talking about **geography**, which is the study of all the natural features of a land and the people who live there. In your Student Notebook, write these words and a short sentence telling what you think each one means. Then, check your definitions in the dictionary, and see how close you were. Write each dictionary definition on the lines under your guess. Be sure to add these words to your regular vocabulary cards, and write *LC* in the upper left corner. (Remember—vocabulary words are at the beginning of lessons in your Student Notebook.)

Reread the second paragraph on page 3, and discuss the following questions with your teacher.

Why do you think Lewis and Clark had “poor and inconsistent grammar and spelling” in their journals? When you read or listened to the journal entries on pages 3 and 4, did you notice these problems? Could you understand what was being said?

 Why do you think it might be important for you to learn how to make a journal? Do you think it is difficult to describe something you have seen to someone who has not seen it?

F. Science

Language Skills, Thinking Skills

Read pages 7-8 in *Lewis & Clark Hands On*, and do the activities on those pages. Many of the animals listed in the first paragraph can be found in the *North American Wildlife Guide*. Be sure to make Animal I.D. cards for the two animals you choose (the one Lewis and Clark discovered and the one you pretend to discover).

When you write your descriptions, try to paint pictures with words for people who have not seen what you are writing about. Remember that adjectives are describing words that will help make your word pictures more clear.

G. Independent Reading and Review

Look back at this lesson’s Steps for Thinking, and complete the following sentence in your Student Notebook:

_____ a leader or person in authority that you trust gives you a feeling of _____ during _____ times.

Choose four words from this lesson’s spelling list, and draw a simple picture in your Student Notebook that describes each one.

Although *Lewis & Clark Hands On* suggests getting a special journal or sketchbook and drawing pencil, all the activities can be accomplished in a regular composition book or your Student Notebook with a #2 pencil.

E.




★ LAPBOOK ACTIVITY ★


Have your student make two Animal I.D. cards for each animal: write the animal’s name at the top of both index cards; add important or interesting information to the cards—and a picture if he or she wants; put the animal’s category at the bottom.


F.

Each time your student makes an Animal I.D. card for this unit, have him write *LC* (for Lewis & Clark) in the upper left corner. This will make it possible to review the animals studied by unit at the end of the year.

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

 25 minutes

 30 minutes

Over time, it's fun to see how much you have read. Be sure to write down what you read today on the Reading Log in your Student Notebook.





Lesson 1: Part 2

A. Copywork & Dictation

Language Skills, Thinking Skills

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Read the passage aloud, or ask your teacher to read it to you.


 Copy or write as your teacher dictates page 13, paragraph 4 (“This is about...”) from *Munford Meets Lewis & Clark*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.


 Copy or write as your teacher dictates page 10, paragraph 6 (“Lewis watched...”) from *Seaman*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

Munford Meets Lewis and Clark: page 9, paragraph 6 (“I love adventure...”) through page 13 (end of chapter)

 Read the above assignment aloud.


 Read the above assignment silently.


C. Read-Aloud & Discussion

Language Skills, Thinking Skills

Seaman: pages 7 (Chapter Two) through 14 (“...belong to you, Mr. Lewis?”)

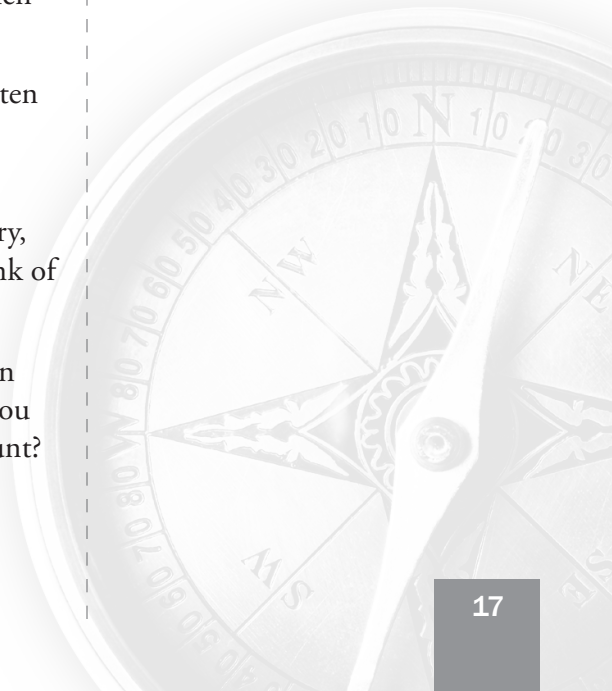
 Listen as your teacher or someone else reads the assignment aloud.

 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.

 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: Listen carefully as your teacher reads the following discussion questions. Think about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answer.

Seaman's first hunting adventure for the group of men was when he jumped into the Ohio River and caught squirrels. Why do you think it was important for the men to see *Seaman*'s ability to hunt? How did the men seem to feel about *Seaman*?



D.

One of the most important ways to develop comprehension is to build vocabulary. Becoming familiar with new words by reading, writing, speaking, and listening to them helps the new words become part of your student's functional vocabulary. Understanding the meaning and being able to use each word correctly is more important than merely memorizing the definition.


To help locate vocabulary words:


Munford and Seaman:

The **first number** in parentheses after each word indicates the **part** (day) **of this lesson** in which the word was read.

Seaman:

The **second number** tells whether it is in the **first or second half** of that part's reading assignment (count the number of printed pages and divide in half).

 The first time *Seaman* met York, they seemed to become friends. What did York do that helped *Seaman* understand he was a friend?

 Captain Lewis felt that having a dog as part of the expedition was good for the men's morale, or spirits. Tell why you think he believed this.

D. Word Study

Spelling, Phonics, Vocabulary

Practice the spelling words for this lesson by using your letter cards, colored chalk, a dry erase board and markers, modeling clay, water-based paint and paper, or typing.

In this unit, keep the Word Study vocabulary words separate from your regular vocabulary words. Even though you will still make index cards for each word in the unit that is in bold print, the cards for this section will be set up differently than the regular vocabulary cards used for the words in other sections of the unit.

Then, follow the directions below to make Word Study vocabulary cards.

1. Write each vocabulary word for your level on an index card. Find the word in the story, and read the sentence where it is located.
2. Look up the word in a dictionary. (If you can't find a particular word it may have an ending added, so look for it without the ending.) Find the meaning that best relates to the way the word is used in the story, and write that definition on a second index card.
3. At the bottom of the card with the word on it, write the word as it is shown in the dictionary, divided into syllables. If it is shown as a connected unit with no spaces, it only has one syllable.
4. After copying the word, its definition, and how it is divided into syllables, write down whether it is a noun, a verb, an adverb, or an adjective. This information is abbreviated in the dictionary as *n*, *v*, *adj*, or *adv*.

 Look for the following words in *Munford Meets Lewis & Clark*:

barreled (1) **hooves** (1) **sulked** (1) **rumor** (2)

 Look for the following words in *Seaman*:

squawked (1, 1st) **slug** (1, 1st) **commend** (1, 1st)
nuzzled (2, 1st) **romped** (2, 2nd) **nimbly** (2, 2nd)

E. History*Language Skills, Thinking Skills*

Together with your teacher, read page 6 in *Lewis & Clark Hands On*. Now, read the profile about Lewis and Clark in *Profiles From History*, and talk about the discussion questions with your teacher. Save the additional activities included with the profile for Part 5.

F. Art & Writing*Thinking Skills*

Based on what you have learned about Meriwether Lewis and William Clark by reading their short biographies, begin filling out the Character Portraits in your Student Notebook. Over the course of this unit, you will learn much more about these men, and your first impressions may not prove complete. However, today you will fill out the Character Portraits according to what you know or think now. If you don't feel as though you have enough information to answer a question, just do your best. You will be given an opportunity to revise your ideas in Lesson 6.


G. Independent Reading and Review


Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:


Trustworthy leaders are able to work with others to solve _____ and make _____. Trustworthy leaders are _____ to those who are dependent upon them.

Complete the Spelling Scramble game in your Student Notebook.¹

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

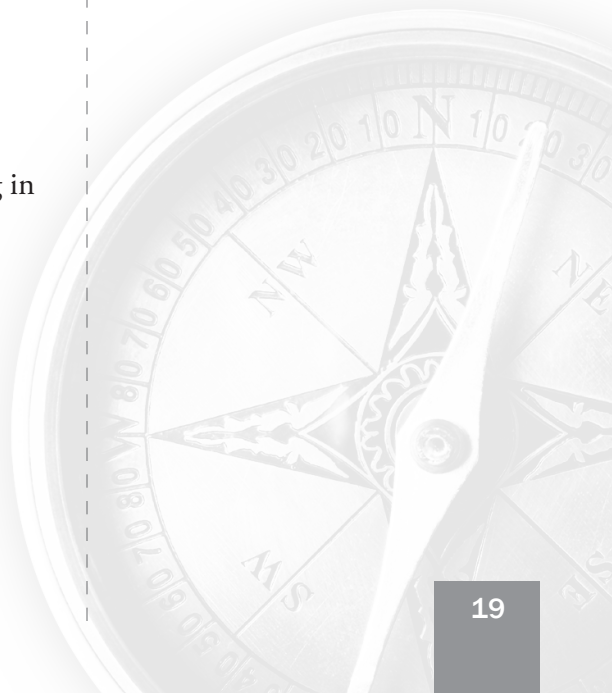
 25 minutes

 30 minutes

Be sure to write down what you read today on the Reading Log in your Student Notebook.



Remember, all reading practice is beneficial, even if the material seems easier than your child's level. Fluency is built by practicing reading on a level that doesn't require constant decoding. Rereading familiar books is another way to build fluency, since your child already comprehends the story. Allow your child to choose his own reading materials as often as possible, or work with your child to choose materials that present a variety of reading experiences.



Lesson 1: Part 3

a.

Copywork & Dictation assignments go from an easier level (designated by 🐾) to harder levels (designated by 🐾 and 🖐). Take two days for the copywork if that is more comfortable for your child. Please adapt instructions to your child's individual needs. Your child should be **consistently successful** at one level before progressing to the next, **regardless of grade**.

A. Copywork & Dictation

Language Skills, Thinking Skills

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Read the passage aloud, or ask your teacher to read it to you.



Copy or write as your teacher dictates page 16, paragraph 3 (“Where did all...”) from *Munford Meets Lewis & Clark*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.



Copy or write as your teacher dictates page 15, paragraph 4 (“Lewis and Clark...”) from *Seaman*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

Munford Meets Lewis and Clark: page 15 (Chapter Two) through page 17, paragraph 4 (“...was dig, dig, dig.”)



Read the above assignment aloud.



Read the above assignment silently.

C. Read-Aloud & Reflective Writing

Language Skills, Thinking Skills,

Seaman: pages 15 (“Lewis beamed...”) through 20 (end of Chapter Two)



Listen as your teacher or someone else reads the assignment aloud.



Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.



Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: As you know, *reflective writing* means thinking about your answer to a question and then writing it down using complete sentences. Listen carefully as your teacher reads the questions below, and then write your answers in your Student Notebook. Remember, if you don't know how to start your answer, use words from the question to help you begin. Also, if your answer is an opinion, be sure to include reasons or examples for why you think as you do.



Lewis and Clark hired more men for the journey. Tell what kind of people they wanted to hire. What attitudes or abilities do you think it would be important for the crew to have?

- 🐾 Why do you think Captain Lewis got so upset with the Indian’s offer to buy *Seaman*? What was Lewis’ opinion of *Seaman*?
- 👇 As the boats headed toward the Missouri River, they ran into some trouble. Tell what the problem was and how Lewis and Clark decided to handle it.

D. **Word Study**

Sometimes it is difficult to understand the things that Lewis and Clark wrote in their journals, because they often confused the spellings and meanings of words.

So that you don’t make the same mistakes, you will begin studying some words that are easy to confuse when you are writing. Words like these are called **homophones**, which means they sound the same but are spelled differently and have different definitions.

Follow the directions in Part 2 to make vocabulary cards for the following words. Then, play Grammar Scout with your reader, read-aloud, or another book at your house, and find sentences that use the homophones assigned to your level. Give yourself a point for each sentence you find, and write it in your Student Notebook.

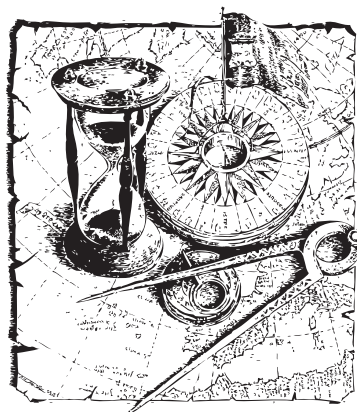
🐾	to	too	two	deer	dear
🐾	new	knew	hole	whole	
👇	right	write	peace	piece	

E. **Geography**

Together with your teacher, read about Benjamin Barton on page 2 in *Lewis & Clark Hands On*. This man, along with many others, helped the captains prepare for their long journey into unknown territory. Even though Lewis and Clark found and recorded almost 300 plants and animals that were new to science, they also did something else that was remarkably important.

They made 140 new maps of the areas where they traveled. As you have read, Captain Lewis spent time learning how to use **surveying** equipment. Surveying is a type of math that teaches the art of measuring and showing the earth’s surface accurately. Captain Clark learned how to make maps while he was in the army, so it is

Spelling, Phonics, Vocabulary



Each word in **bold letters** is considered a vocabulary word. It is a word that may or may not be new to your children. You can write these vocabulary words on index cards and use them for occasional review, but not for memorizing. Give your children the meaning of the words if they don’t remember. Try to use the new vocabulary words during conversation, and encourage your students to do the same.

For your convenience, a master list of all the vocabulary words for this unit, along with their locations, is in the appendix.

Definitions are part of the sections where the words are used. Ask your children to write them on the backs of their cards. Also, when your students make a vocabulary card for this unit, have them write *LC* (for Lewis & Clark) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

Grammar Scout:

Explorers often used scouts to travel ahead of the main group and bring back important information. In this study your student becomes a Grammar Scout, searching for various grammar concepts and reporting back. You may choose to award points for each correct item he or she finds, both as an incentive to complete the task, and as a way to make an often tedious subject more enjoyable.

D.



★ LAPBOOK ACTIVITY ★

not surprising that Captain Lewis did much of the surveying, but Captain Clark actually drew the maps.

Together with your teacher, read pages 10 and 11 in *Lewis & Clark Hands On*, and complete the drawing activities.

In order to do a good job of observing and mapping the land, explorers used several tools. One of these observing tools was a telescope. Make a pretend telescope out of a paper towel roll. Use glue, construction paper, yarn, fabric, markers, and so forth to decorate it with a design that you like. When you look through your pretend telescope, notice that you see only a small portion of the room or the yard. Real telescopes make those small portions look much larger so that people can see far away things clearly.

- ✦ At the library or, with your parent's permission, on the Internet see if you can find some other types of tools Lewis and Clark used to observe and record where they were and what they saw. Beside the name of each tool you locate, write a short explanation of what it was used for.²

F. Science

Thinking Skills


Lewis and Clark used their journals to describe things they saw on their journey. When they wrote about an object or place that most other people had not seen before, they tried to describe things like its size, its shape, its color, its actions, and sometimes even its **texture**, or how it felt to the touch. Scientists call things that describe an object its **properties**.

One property that all objects have is that they take up space. For instance, you are taking up space on your chair, the book in front of you is taking up space on the table, and the tree outside your window is taking up space in the yard. Another property that all objects share is that they have mass. Mass is very similar to weight, but it's not quite the same thing. You will learn about the differences between mass and weight another time.

Everything that takes up space and has mass is made up of matter. Since you just read that all objects take up space and have mass, you now know that every single thing around you is made up of matter. The word **matter** is just a term used to refer to whatever makes up an object. Every object's matter has physical properties, which are factors that make it different from other objects. Physical properties are usually things about an object you can see, touch or measure. You would use something's physical properties to describe it.


Find the Physical Properties Chart in your Student Notebook, and look at the completed example. Now, choose an object that is

familiar to you, and write its name at the top of the blank chart. Fill in the chart, describing the object you have chosen.

 Matter also has **chemical properties**, which are things you often can't see happening on the inside, but which cause differences you can easily observe on the outside. Chemical properties change an object into something else. For instance, if you tear a piece of paper in half, you have changed its physical properties by making it smaller, even though it mostly looks the same. However, if you burn a piece of paper it no longer looks anything like it did. Burning changes the paper into something different—ash.

Take $\frac{1}{2}$ cup of milk and put it in a closed container on a windowsill or outside. Leave it there for a couple of days. Make sure the container is in the sun for at least a portion of each day. Check the container during Part 5 of this lesson, and again in Part 1 of Lesson 2. In your Student Notebook, write “milk” at the top of the Chemical Properties Chart, and describe any changes that you notice.

The things you notice happening to the milk are caused by its chemical properties. These properties change milk forever when it is left in the heat—it will never again be the way it was when you placed it in the container.

 Place a piece of fresh fruit next to the container of milk. Observe the fruit in Part 5 of this lesson and in Parts 1 and 3 of Lesson 2. Write your observations in your Student Notebook.


Independent Reading and Review

Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:


Trustworthy leaders are _____ to the _____ they have been given.

Complete the Spelling Search game in your Student Notebook.³

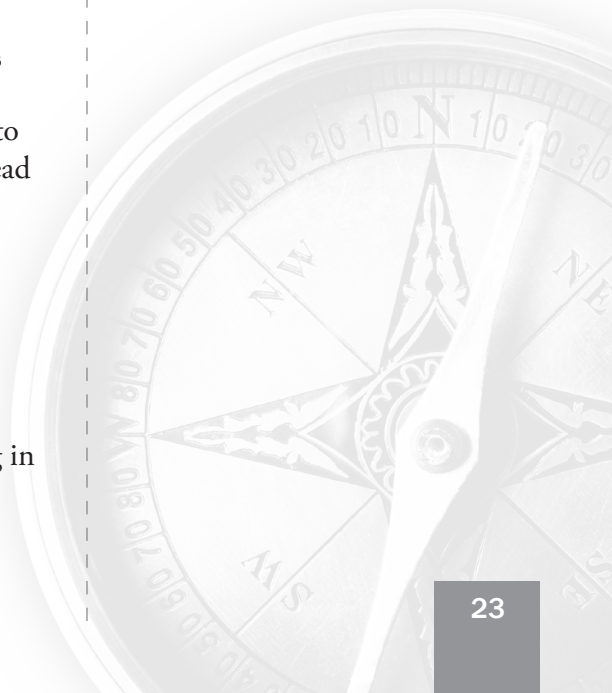
When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

 25 minutes

 30 minutes

Be sure to write down what you read today on the Reading Log in your Student Notebook.





Lesson 1: Part 4

A. Copywork & Dictation

Language Skills, Thinking Skills



Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Read the passage aloud, or ask your teacher to read it to you.

-  Copy or write as your teacher dictates page 23, paragraph 2 (“The further West...”) from *Munford Meets Lewis & Clark*. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
-  Copy or write as your teacher dictates page 22, paragraph 1 (“It was late...”) from *Seaman*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History




Munford Meets Lewis and Clark: page 17, paragraph 5 (“The Corps of Discovery...”) through page 24, paragraph 3 (“...to accept our peace.”)

-  Read the above assignment aloud.
-  Read the above assignment silently.


C. Read-Aloud & Discussion

Language Skills, Thinking Skills

Seaman: pages 21 (Chapter Three) through 27 (end of chapter)

-  Listen as your teacher or someone else reads the assignment aloud.
-  Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
-  Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: Listen carefully as your teacher reads the following discussion questions. Think about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answer.


-  Tell why the Missouri River had the nickname “Big Muddy.” What problems did this create for the boats and men? Tell all the ways the men could move the boats.


C.

Discussion is crucial in developing your child's ability to organize his thoughts. This in turn builds the ability to think and write. The goal of the discussion questions is not just to find a particular answer, but also to create a situation where thoughts about the question and its answer are shared and considered in a detailed way. Do not rush this activity, but encourage your student to share his ideas relating to the topic and any additional ideas that may come to mind. You can also share your own thoughts and questions as an example for your students.



★ LAPBOOK ACTIVITY ★

 Tell how *Seaman* helped the men hunt beaver. How did he help them when they hunted in the evening after setting up camp? Why do you think it was so important to the expedition to do so much hunting?

 Lewis and Clark did different things while the boats floated down the river. Tell what each one did and how his activities seemed to reflect his personality.

D. Word Study *Spelling, Phonics, Vocabulary*

Practice the spelling words for this lesson by using your letter cards, colored chalk, a dry erase board and markers, modeling clay, water-based paint and paper, or typing. When you feel like you know a word, put a checkmark beside it on the list you made in Part 1.

Then, follow the directions in Part 2 to make Word Study vocabulary cards.

 Look for the following words in *Munford Meets Lewis & Clark*:

sandbar (3) **debris** (3) **lunge** (4) **varied** (4)


 Look for the following words in *Seaman*:

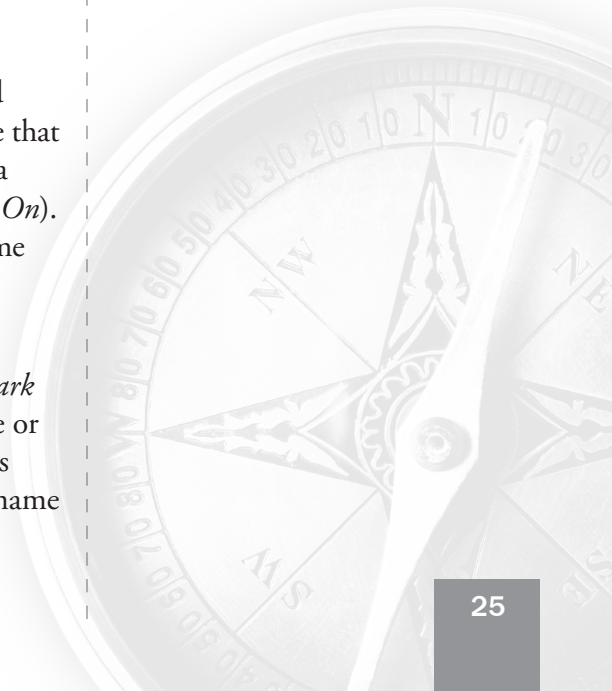
grim (3, 2nd) **jig** (3, 2nd) **zigzag** (3, 2nd)
varmint (4, 2nd) **whooped** (4, 2nd) **jerky** (4, 2nd)

E. History *Language Skills, Art*

Together with your teacher, read about Charles Russell at the bottom of page 14 in *Lewis & Clark Hands On* and Albert Bierstadt on page 23. Then, turn to page 9 and read about Edward Hicks (save the journal activity about peace for later). Many American artists focused on the new territory opened up by Lewis and Clark for inspiration in their paintings.

Find a scene outside one of the windows in your house that you would like to draw, or use an empty picture frame or a cardboard cutout to create a “window” around something inside your home that you would like to draw. The windows make it easier to focus on a small part of a larger scene (see page 11 in *Lewis & Clark Hands On*). Draw the scene that you have selected. In Part 3, you learned some shading techniques, so try to use them in the drawing you make. When you are finished, add color to your drawing.

 There is a website mentioned on pages 14 and 23 of *Lewis & Clark Hands On*. With your parent’s permission, visit this Internet site or go to the library and find books that show some of the paintings done by Bierstadt and Russell. Pick your favorite, and write its name



Connect Learning to Life

When learning about aspects of natural life through observation, an effective way to extend this learning is by observing those same parts of life through the eyes of an artist or poet. It is relatively easy to find poems about trees, frogs, and birds, as well as paintings of sunsets, sunrises, and other functions of the passage of time and season. Photographs of animal and plant life abound as well. The Internet makes many such works readily accessible, so try connecting science to the arts! You may just encourage a budding artist or poet.

and the name of the artist who painted it at the top of the page in your Student Notebook. Now, look at the painting and see if you can think of six describing words, or adjectives, that describe it or the things that are in it. At the bottom of the page in your Student Notebook, make a rough sketch, or quick drawing, of the painting.

- ✎ Look in the library or, with your parent's permission, on the website mentioned above and find another artist from the early 1800s that you like. Choose your favorite painting done by that artist, and complete an additional page in your Student Notebook.

F. Writing

Art

The painting by Edward Hicks that is pictured on page 9 in *Lewis & Clark Hands On* is called "The Peaceable Kingdom." At the library or, with your parent's permission, on the Internet, find a color copy of this painting. It shows things the way that Mr. Hicks would have liked them to be. He longed for peace between all people and creatures. Take a few minutes and study the painting.

The creatures pictured in the foreground of "The Peaceable Kingdom" would be considered **predators**, or hunters, and **prey**, or things that are hunted in their natural habitat. In your Student Notebook, write one or two sentences telling how you think the animals in this picture are examples of peaceful relationships.

- ✎ Look at the individuals pictured in the background of the painting. Write one or two sentences telling what you think the artist is trying to say about the relationship between settlers and the Indians.
- ✎ Write one or two sentences telling ways you think Lewis and Clark could promote peace between settlers and Indians.

G. Independent Reading and Review

Look back at the Steps for Thinking in Part 1, and discuss them with your teacher. Then follow the directions below to choose one or more of the Steps, and give examples of how they were true in your reading, listening, or discussion for this lesson.

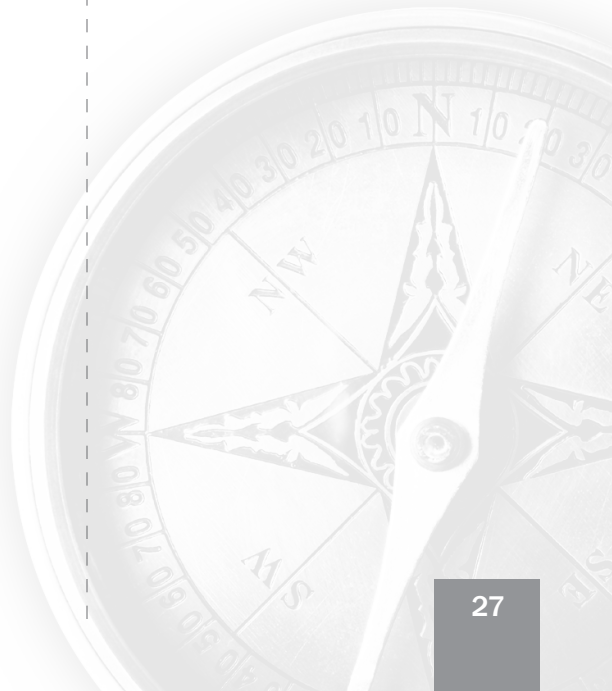
Try writing or typing your spelling words as your teacher or someone else dictates them. Check the list to see how you did, and spend some time reviewing any words not spelled correctly.

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read.

- 🐾 Choose one Step for Thinking and then read for 20 minutes.

- 👉 Choose two Steps for Thinking and then read for 25 minutes.
- 👇 Give examples for all the Steps for Thinking and then read for 30 minutes.

Be sure to write down what you read today on the Reading Log in your Student Notebook.



Lesson 1: Part 5

This part is set aside for completion of any work left undone from the lesson and review of concepts and content. It is also a time to expand the work in the lesson by doing art, timeline activities, or games.

- Review the Steps for Thinking from the beginning of this lesson.
- Follow the directions in the appendix to play Vocabulary Concentration with the cards you made in the Word Study sections of this lesson.

Then, sort your Word Study vocabulary cards according to the part of speech listed for each word (noun, verb, adjective, adverb, or another).

Remember, a noun names a person, a place, or a thing; a verb tells what the noun is doing; an adjective is a describing word; and an adverb tells how something is being done (it usually, but not always, ends with *ly*).



Once sorted, use markers, highlighters, crayons, or colored pencils to mark a border around each card in the following colors:

nouns – red	verbs – green
adjectives – blue	adverbs – orange
any other part of speech – purple	

When you're finished, play Grammar Scout, and make as many sentences as possible with your vocabulary cards. Give yourself one point for each word card you use in a sentence.

- Complete the activities included with the Lewis and Clark profile that you read during Part 2 of this lesson in *Profiles from History*.
- Do the portrait activities described on pages 18 to 21 *Lewis & Clark Hands On*. Learning to draw faces can take a little time and several tries, so just relax and do your best. These activities can be completed over several days if necessary.
- When Thomas Jefferson bought the the Louisiana Territory from France, it turned out to be one of the most important things he did as President. For one thing, France badly needed the money—so buying it made that country a friend of the United States. And that was definitely a good thing.

Read the section about France in *Eat Your Way Around the World*. Then, with your parent's help, use the recipes to create a French meal. You might want to include candles in the table decorations, and try to find French music to play in the background.

-  Check the container of milk you placed in the sun in Part 3, and record your observations in your Student Notebook.
-  Check the piece of fruit you placed in the sun in Part 3, and record your observations in your Student Notebook.

Enrichment Activities

1. Learn more about prairie dogs. Begin by reading their description on page 55 of the *North American Wildlife Guide*. Continue your research at the library, in an encyclopedia, or, with your parent's permission, online. Learn as much as you can and then present the information to your family.
2. At the library or, with your parent's permission, on the Internet, research ways of teaching and training dogs. Find out if there are dog obedience schools or programs in your area and, if possible, what methods they use. Interview friends and family to find out what they have done to train their pets. See if you can make an appointment to watch the trainers in action. If you have a dog, try out some of the things you learn.

Additional Resources

How We Crossed the West—The Adventures of Lewis and Clark by Rosalyn Schanzer

A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840 by Barbara Greenwood



Use one or more of the Enrichment Activities if your child completes assigned work and has the time or desire to learn more. These activities are flexible, so choose the one(s) that seem most interesting to your student. Allow work to be at an appropriate level, and remember that the learning process is more important than the product.



Answers

1. Lesson 1 Spelling Scramble answers are in the appendix.
2. Answers will vary but might include: Compass – to determine direction; Chronometer (precise clock) – to measure longitude; Octant – to measure latitude; Circumferentor (surveying compass) – to determine direction and measure distance covered; Surveyor's chain or log-line reel – to measure distance; Sextant – to determine position.
3. Lesson 1 Spelling Search answers are in the appendix.