

# 4<sup>TH</sup> GRADE

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VOLUME 4.3

## Biography

*Streams to the River,  
River to the Sea*

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with Bethany Robinson



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## Welcome to the C. I. A. Unit of Study for the book *Streams to the River, River to the Sea*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Streams to the River, River to the Sea* is written by one of my favorite authors, Scott O'Dell. I vividly remember my fourth-grade teacher reading *Island of the Blue Dolphins* to my class—I became interested in reading all of his books after that! Perhaps what drew me to his writing style was his blend of factual information with story. He brought history alive!

This is why I have selected *Streams to the River, River to the Sea* as the third unit in a series of five units for fourth grade. It has the power to bring the historical story of the Lewis and Clark expedition alive for your students. The book connects well to the second unit in the C. I. A. series for fourth grade, *The Castle in the Attic*, because, like William, Sacagawea embarks on a journey that tests the strength of her character.

Through Scott O'Dell's novel, students will learn about the genre biography and continue to understand the importance of focusing on the main character while reading. Driving the entire unit will be the question, "Why would a young Native American girl choose to go on this dangerous journey, especially while also caring for an infant son?" In addition, students will consider how Sacagawea's story has significance and influences people today. At the conclusion of the unit, students will write about why Sacagawea deserves to be one of the most honored women in American history.

*Streams to the River, River to the Sea* is a challenging text for fourth-graders because it demands a great deal of background knowledge about this time in history. On days five and six of this unit, students will view the video *Lewis and Clark – Great Journey West*, produced by National Geographic in 2002. You will need to gain access to this video prior to the beginning of the unit of study. I've also included a section at the end of this unit in which I make suggestions for additional related projects and lessons that might be conducted during your content area literacy block. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding of Native American tribes.

In addition to requiring a high level of background knowledge, students will also have to consider a variety of themes while reading this book. Therefore, more time will be spent discussing theme as students near the end of the second quadrant and continue reading quadrant three.

Throughout this unit, it will be really important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. A map of the Lewis and Clark Trail is given to you in the unit. I suggest making an enlarged copy of this map and adding color. Mount the map on your wall, and keep track of Sacagawea's progress along the trail as you read each chapter. In addition, I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the Lewis and Clark journey. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy embarking on the Lewis and Clark Trail with your students. Remember, the purpose is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Streams to the River, River to the Sea*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content-area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment









Distribution of Common Core State Standards

|  |  | Speaking and Listening Standards |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |   |   |   |   |   |   |
|--|--|----------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|---|---|---|---|---|---|
| Days                                   |  | 1                                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44-49 |   |   |   |   |   |   |
| <b>Comprehension and Collaboration</b> |  |                                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |   |   |   |   |   |   |
| <b>#1</b>                              | Express ideas clearly<br>Build on others' ideas<br>Respond to questions<br>Summarize discussions | X                                | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X     | X | X | X |   |   |   |
| <b>#2</b>                              | Paraphrase after listening   | X                                | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X     | X | X | X | X |   |   |
| <b>#3</b>                              | Identify reasons and evidence given by speaker   |                                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |   |   |   |   |   |   |
| <b>Presentation</b>                    |  |                                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |   |   |   |   |   |   |
| <b>#4</b>                              | Speak clearly<br>Speak with a good pace  | X                                | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X     | X | X | X | X |   |   |
| <b>#5</b>                              | Present with media   |                                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |   |   |   |   |   |   |
| <b>#6</b>                              | Use formal English when appropriate  | X                                | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X     | X | X | X | X | X | X |

## *Streams to the River, River to the Sea* Text Complexity

| QUALITATIVE MEASURES  | QUANTITATIVE MEASURES  |
|---|--|
| <p><b>Levels of Meaning</b><br/>Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to fate vs. free will, freedom vs. slavery, overcoming hardships, and the importance of one person’s life in history. These themes are conveyed through the author’s use of a female, Native American protagonist, and a repetitive use of symbolism.</p> <p><b>Structure</b><br/>This narrative is told chronologically. What makes the structure complex is the ambiguous reference to time throughout the story. The reader has to use clues in the text to infer how much time has passed between one event and another. In addition, the author tells the events of the journey through descriptions found in the Lewis and Clark journals. Therefore, the reader has to infer what has happened during undocumented time periods. Cause and effect relationships contribute to the structure of this novel.</p> <p><b>Language Conventinality and Clarity</b><br/>Historical language and dialect add depth to the language of this text. The author’s use of symbolism increases the text demand.</p> <p><b>Knowledge Demands</b><br/>Students will need to have a great deal of background knowledge about the time period before, during, and after this story. Background knowledge needed includes:</p> <ul style="list-style-type: none"> <li>• Knowledge of the Revolutionary War</li> <li>• Understanding of the Louisiana Purchase</li> <li>• A visual of the United States during the 1800s</li> <li>• An understanding of North American Indian tribes</li> <li>• Knowledge of the Lewis and Clark journey and its significance</li> </ul> | <p>The Lexile level for <i>Streams to the River, River to the Sea</i> is 740, based on word frequency and sentence length. This is in the low range of the complexity band for 4<sup>th</sup>–5<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p> |

## **Mini-Lesson**

**In this section of the text...**the author gives information he believes is necessary for the reader to know prior to reading the story. Scott O’Dell explains the importance of knowing why Lewis and Clark made the journey from St. Louis to the Pacific. He argues that when readers know why the journey was made, they will value the journey more.

Scott O’Dell builds the reader’s background knowledge by explaining how the ownership of land in North America was divided among different countries between 1801 and 1804. He also explains the problems President Thomas Jefferson faced as he took office. He then describes the circumstances of the Louisiana Purchase and the reason for Lewis and Clark’s journey westward.

**In this lesson...**you be modeling how readers focus on important information while reading. You will use a map to help readers organize information. Students will designate areas of land owned by the United States, Spain, France, and England in 1802, just after Thomas Jefferson became president. Students will also locate and label the Mississippi River, the Port of New Orleans, and the Missouri River.

To prepare for this lesson, photocopy the “Map of Land Ownership 1802” for students to glue or tape into their reader’s notebooks. Students will need colored pencils or crayons and a fine-tip marker to complete this mini-lesson.

### **Learning Targets:**

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Show understanding of important story elements (RI 3)

- Setting

Understand text structure (RI 5)

- Author’s Notes

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### **Connect:**

*We have been learning...*

...that good readers think about what they know about the genre of a story prior to reading. Recalling what they know about a genre will help readers predict how the story is going to go.

## Teach:

*Today I am going to teach you...*

...that good readers gather important information prior to reading and use that information to help them visualize the setting.

Today we will be using the author's notes to help us think about important information. Not all literature has author's notes, but when author's notes appear at the front of a book it is important for readers to read them before beginning the story. These notes give information that the author believes is necessary for the reader to know prior to reading the story.

Listen as I read the author's notes. Be thinking about why the author put these notes at the beginning of the book.



**Begin reading the author's notes for *Streams to the River, River to the Sea*, starting on page vii.**



**Stop after:** "He thought hard for months and kept his thoughts to himself." (p. viii)

The author's notes for *Streams to the River, River to the Sea* tell us about the United States from 1801 to 1804. Here we learn about how North American land was divided among various nations in 1802.

To help us prepare for reading our story, we will keep track of this important information by coloring and labeling a map titled "Map of Land Ownership 1802."

Watch me as I model how I recognize important information the author wants me to know and use the map to help me visualize.

Notice how I use the map to help me understand the problem that President Jefferson faced during this time in history.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

**Begin rereading the author's notes for *Streams to the River, River to the Sea*, starting on page vii.**

## Model:



**Stop after:** “Our country was surrounded by enemies and false friends.” (p. vii)

**When the book said** “our country was surrounded by enemies and false friends,” **I was thinking this was important because** it tells me the problem in the United States between 1801 and 1804 was that the United States couldn’t trust its neighbors.

To help us visualize which countries owned land and were neighbors of the United States, we are going to mark a map using clues in the text to guide us. Please open up your reader’s notebooks to the “Map of Land Ownership 1802” that I distributed to you.

At this point in history, the Mississippi River marked the western boundary of the United States. Please watch me as I trace the Mississippi River with a blue colored pencil and label it “Mississippi River.” Please copy this onto your own map.

## Guided Practice:



**Stop after:** “France owned Louisiana. Spain owned Florida and great chunks of our Southwest and wanted to own more.” (p. vii)

Have you learned any new information about the setting of the United States in 1802?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model outlining and coloring Florida and the Southwest in red to show its ownership by Spain. Model outlining and coloring the Louisiana Territory green to show its ownership by France.)

## Guided Practice:



**Stop after:** “England owned Canada and often cast a covetous eye on Louisiana, which she could easily capture and thus would be able to control and tax the ships that plied the Mississippi.” (p. vii)

Have you learned any new information about the setting of the United States in 1802?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model outlining and coloring Canada and Oregon Territory yellow to show its ownership by England.)

## Model:

**When the book said** that whoever owned the Louisiana Territory would be able to “control and tax the ships that plied the Mississippi,” **I was thinking this was important because** the Mississippi River was important to the economy of the United States. The Mississippi River was used to carry goods to the Port of New Orleans where those goods could be shipped out to the states or across the ocean without paying duties or taxes. In addition, the Mississippi River intersects the Missouri River, making both of these rivers important to the Port of New Orleans.

(Model adding the Port of New Orleans to the map and the Missouri River to the map.)

**Continue rereading the author’s notes for *Streams to the River, River to the Sea*, starting on page vii where it says, “Jefferson wondered how he could possibly find a way out of this frightening web.”**



**Stop after:** “He thought hard for months and kept his thoughts to himself.” (p. viii)

**When the book said** the United States was still weak from the war with the British, **I was thinking this was important** because it tells me that the United States is an independent nation that owns the land east of the Mississippi River.

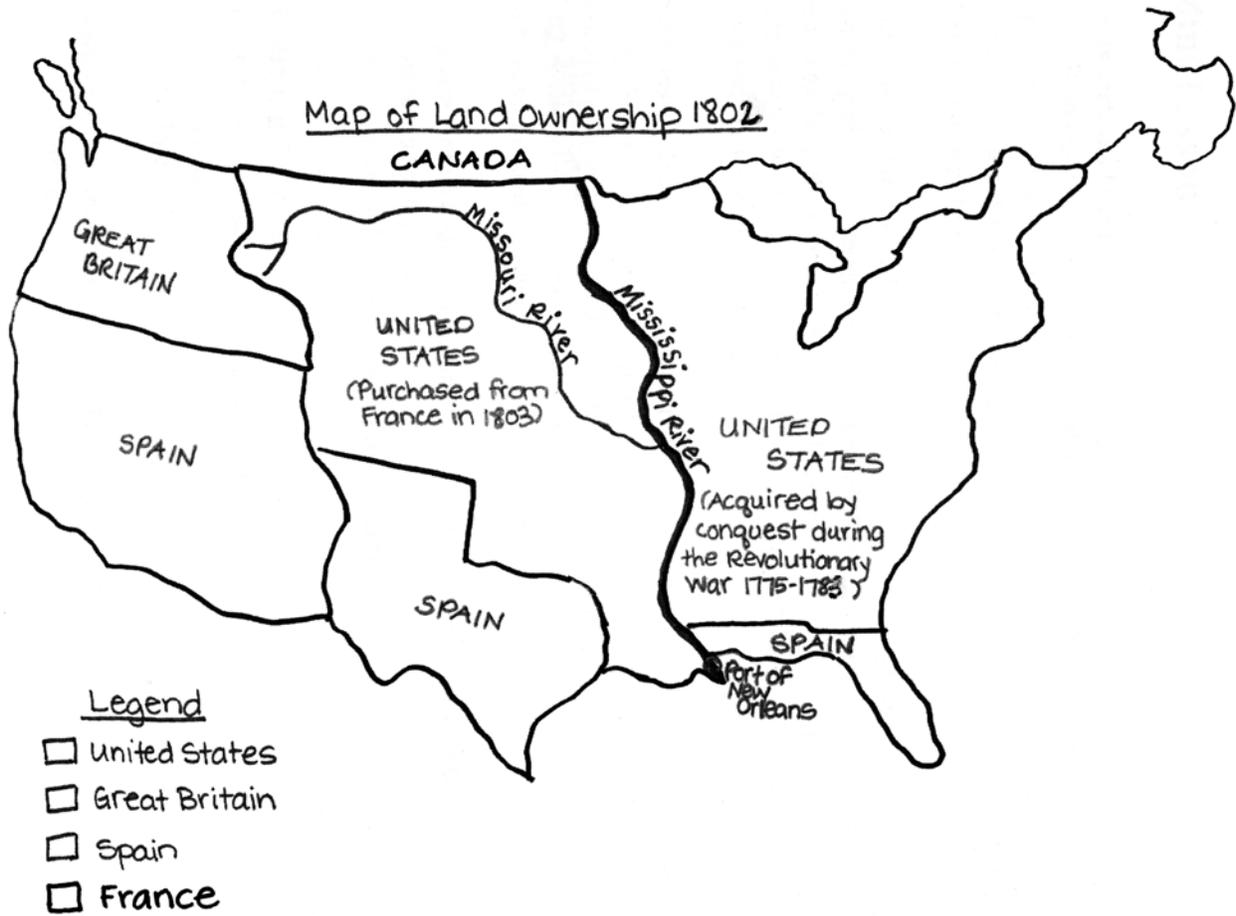
(Model outlining and coloring the United States blue to show its independence from England.)

## Link:

*Today and every day when you read...*

...I want you to think about the setting of the story and create a setting map to help you visualize where the story takes place.

Copy the following map for your students:



## Instructional Read-Aloud

**In this chapter...** Sacagawea is tied to a horse, traveling north behind her Minnetaree captor, “the tall one” as she calls him, although we learn in this chapter that his name is Tall Rock. She thinks of trying to escape but doubts plague her, so she decides not to think about it and comforts herself with thoughts of her father and brother coming to rescue her. When they stop for a drink, Sacagawea sees that Tall Rock has her mother’s scalp tied to his belt; she hits him in the head with a rock but is tied tightly to the back of her horse again anyway. When they stop for camp that evening she sees her cousin again, and they talk of escape, since Running Deer has been breaking off twigs as they ride so that they will be able to find their way back to their village. However, they are threatened by Tall Rock and talk no more about it. When they reach the village of the Minnetarees, the great chieftain Black Moccasin comes to inspect the captives and shows kindness toward Sacagawea.

**In this lesson...** you will model for students how good readers feel empathy for the main character. As you model showing empathy for Sacagawea, students will learn that feeling empathy for the main character helps readers understand the main character better.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer how the character is feeling (empathy)

Show understanding of story elements (RI 3)

- Character

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers focus on the problem of the story and use the problem to draw themselves into the text.

## Teach:

*Today I am going to teach you...*

...that good readers don't just visualize to understand the story; they also take on the feelings of the characters. Good readers almost feel like they are in the book. When we imagine ourselves as the main character in the book, we begin to understand the character better. Today I am going to help you do that by teaching you to feel empathy for a character.

If you feel empathetic to a character you might say, "I think I know how you are feeling. I've never had that happen to me, but I have a pretty good idea how you must feel." For example... (insert example here).

Watch me as I model how I think about whether I empathize with the main character in this book.

Notice how, by showing empathy for a character, I feel the way the character is feeling.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This helps me understand \_\_\_\_\_.



**Begin reading chapter 2 of *Streams to the River, River to the Sea*, starting on page 5.**

## Model:



**Stop after:** "They'd find our camp burned down, the dead people lying in the burned grass, and set off to rescue us." (p. 5)

**When the book said** that Sacagawea had to put escaping out of her thoughts and hope that her father and brother would rescue her **I felt** hopeless. **This helps me understand** that Sacagawea may never see her father and brother again.

## Guided Practice:



**Stop after:** "Quietly I walked to the place where I had made a hole in the ice and washed my hands again and picked up a rock." (p. 6)

How did you feel when Sacagawea saw her mother's scalp hanging from Tall Rock's belt? Can you empathize with Sacagawea here?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Guided Practice:



**Stop after:** “We reached running water, the river Missouri, but my father and my two brothers never came to rescue us.” (p. 8)

Can you empathize with Sacagawea here?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Guided Practice:



**Stop after:** “Quick as a snake strikes, the chieftain tripped him with his carved stick and sent Tall Rock sprawling in the dust.” (p. 8)

Can you empathize with Sacagawea here?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Model:

We have some new characters to add to our character list. Please open up your reader’s notebook to your character list. Today we learned that Sacagawea’s captor is called Tall Rock.

(Model adding this information to the character list.)

We also learned that the great chieftain of the Minnetarees is called Black Moccasin.

(Model adding this information to the character list.)

We have a location to add to our setting map. This is the location of the Minnetaree village.

(Model adding this information to the setting map.)

## Model:

Model using the map to locate the village of Metaharta, and move the stick-pin or colored dot to this new location.

## Link:

*Today and every day when you read...*

...I want you to put yourself into the story by imagining yourself as the main character. This will help you understand the character better.

The following list is an example of what your co-created list *might* look like:

## Character List:

Sacagawea: calm

Running Deer: Sacagawea's cousin

Minnetarees: from far away  
the enemies of Sacagawea's tribe  
kill men and capture women and  
children

Tall Rock: Sacagawea's captor

Black Moccasin: the great chieftain of  
the Minnetarees

## **Mini-Lesson**

**In this lesson...**students will be naming the problem in the story and possible solutions to the problem. Students will evaluate the solutions, naming one solution that they think is the best. Text evidence will be used to support their thinking.

Students will be using the problem/solution/opinion frame to organize their writing. If this is the first time your students will be using this frame, I recommend modeling how to write the first sentence of the introduction. Go on to show students how to state an opinion and use a piece of evidence to support that opinion. Students may copy this writing into their reader's notebooks, and then continue with their problem/solution/opinion writing on their own or with the support of their partners. If students have participated in units 4.1 and 4.2, they will be able to conduct this writing in collaboration with a partner or independently. Students should be expected to produce quality work.

### **Learning Targets:**

Analyze story elements (RI 3)

- Plot—problem/solution

Evaluate a character's actions; distinguish own point of view (RI 6)

- Opinion

Write an opinion piece (W 1)

- Problem/solution/opinion

Write clearly and coherently according to task (W 4)

Recall information and draw evidence from the text (W 8)

Write within a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## Connect:

*We have been learning...*

...that good readers look for the problem in the story and consider possible solutions to the problem. The problem in the story is that Sacagawea must marry Charbonneau because he won her in the Hand Game. Yesterday we read two possible solutions to Sacagawea's problem.

1. Sacagawea could run away and hide from Charbonneau.
2. Sacagawea could make a good home for Charbonneau and hope that he chooses to leave.

## Teach:

*Today I am going to teach you...*

...that good readers write about their thinking in order to develop their thoughts and increase their comprehension of text.

Today you will be writing a problem/solution/opinion paragraph. You will be thinking about the two possible solutions to the problem Sacagawea faces. You will evaluate the solutions and determine which you think is the best solution to the problem. In addition, you will use text evidence to support your thinking.

Open up your reader's notebooks and title a clean page **Problem/Solution/Opinion Paragraph**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fourth-grade writing.

### Introduce the Problem/Solution/Opinion Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Problem/Solution/Opinion Frame:

|                        |   |
|------------------------|---|
| Introduction Sentences | State the problem and two possible solutions.<br><br>Tell which solution you think is the best solution.  |
| Body                   | Give strong evidence that supports your opinion.<br><br>(Evidence should come from the text.)   |
| Conclusion             | Restate your thinking.<br><br>Start with one of the following phrases:<br><i>In conclusion,</i><br><i>All in all,</i><br><i>As you can see,</i><br><i>It is true,</i><br><i>To sum up,</i><br><i>I predict,</i> |

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

## Problem/Solution/Opinion Writing (Student Sample):

Sacagawea is a slave who is owned by a Frenchman named Charbonneau. Charbonneau won her ownership in the Hand Game and now has plans to marry her. Sacagawea does not want to marry Charbonneau. She has two choices. She can run away and hide or make a good home for him and hope that he decides to leave.

I think the best choice would be to make a good home for Charbonneau. One reason she should make a good home for Charbonneau is because this is the safe choice. In the Minnetaree village Black Moccasin protects her. If she ran away, the law says that Charbonneau could kill her. Another reason this is the best choice is because life in the Minnetaree village is good. The Minnetarees have great houses made of timber and mud and they have plenty of food to survive the winters. If Sacagawea ran away, she would probably starve.

As you can see, it is best for Sacagawea to stay in the Minnetaree village and make a good home for Charbonneau.

## Mini-Lesson

**Vocabulary Routine:** pact (promise) (L 4, 5)

## Instructional Read-Aloud

**In this chapter...** Lewis and Clark’s men build a large camp called Fort Mandan a little further down the river, where they plan to stay for the winter. Charbonneau is hired as a guide and, along with Sacagawea, moves in to the fort. Sacagawea goes into labor, and it looks as though she may die, but Captain Clark saves her with a drink made from a rattlesnake tail. Her son is born, and she names him Meeko, but Charbonneau insists that his name be Jean Baptiste. Captain Clark begins to teach Sacagawea the white man’s tongue. Sacagawea states that Captain Clark changed her life more than any other person.

**In this lesson...** you will be modeling how good readers narrow their focus on the main character when reading biography in order to determine the author’s message. In this lesson, you will model how readers identify cause and effect relationships while reading. You will demonstrate how to think about the effect the white men’s arrival has on Sacagawea’s life. Throughout the lesson, you will be modeling how to keep track of cause and effect relationships by using a T-chart to categorize information. You will also help students evaluate whether the white men’s presence was positive or negative for Sacagawea. At the conclusion of the lesson, you will model labeling the map with the location of Fort Mandan.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer cause and effect

Analyze story elements (RI 3)

- Character
- Plot

Use what you know about genre to help you understand the story better (RL 5)

- Biography

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers focus on figurative language while reading in order to help them understand the story better.

## Teach:

*Today I am going to teach you...*

...that good readers pay attention to cause and effect relationships while reading biography. This means they look at how one important event changes a person's life.

This lesson is the first in a series of lessons that aim to help us focus on the main character, Sacagawea. When reading biography, good readers concentrate their attention on the main character in order to determine the author's message. We will begin to narrow our focus on Sacagawea as we consider how the presence of the white men changed her life.

Watch me as I model how I look for clues about how the arrival of the white men changes Sacagawea's life.

Notice how I consider whether her life changes for the better or the worse.

Today we will be using this stem for turn and talk:

The arrival of the white men changes Sacagawea's life because \_\_\_\_\_. I think this shows that her life is changing for the better/worse because \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Cause and Effect**. Below the title, draw a T-chart. Label the left column **Cause** and the right column **Effect**. In the left column write "The arrival of the white men changes Sacagawea's life forever."

Yesterday, we read about some of the effects of the white men's arrival at Metaharta. The white men brought gifts for the Native Americans. One of the gifts was a corn grinder. "Instead of pounding and pounding kernels on a stone, you put a whole corncob in a big kettle and turned a wheel round and round, and cornmeal came out the bottom" (p. 63).

This shows me that **the arrival of the white men changes Sacagawea's life because** they bring gifts for the Native Americans that make their lives easier. **I think this shows that her life is changing for the better** because these tools make it easier to perform daily tasks.

(Model adding this thinking to the right column of the T-chart. Put a plus sign near the details that prove that Sacagawea's life is changing for the better.)

We also read that the white men brought guns on wheels. **I think this shows that her life is changing for the worse** because the white men might be a danger to the Native Americans if there is a disagreement.

(Model adding this thinking to the right column of the T-chart. Put a minus sign near the details that prove that Sacagawea's life is changing for the worse.)

## Teach: (continued)



Begin reading chapter 13 of *Streams to the River, River to the Sea*, starting on page 66.

## Model:



**Stop after:** “I say this before my Guardian Spirit, who may make me dead forever if I do not speak the truth.” (p. 66)

I can tell that the author wants us to focus on looking for cause and effect relationships in this chapter, because Scott O’Dell points out immediately that Sacagawea’s life changes as a result of the white men’s arrival. What has not been revealed yet is whether or not her life changes for the better or the worse. As we read, we are going to be looking for details that will help us identify and evaluate the changes that the white men brought to Sacagawea’s life.

## Model:



**Stop after:** “And you can visit your Minnetaree friends anytime you wish. They are not far away.” (p. 67)

**The arrival of the white men changes Sacagawea’s life because** they give her a safe place to stay during the winter where she will be protected from the cold weather and the Sioux attack. **I think this shows that her life is changing for the better** because she is protected from harm.

(Model adding this thinking to the T-chart. Remind students that it is all right to disagree with your thinking. Some students may think that moving to the fort changed Sacagawea’s life for the worse because she was removed from her own culture.)

## Guided Practice:



**Stop after:** “ ‘Janey,’ Captain Clark said and went on speaking fast in his language. When he was done Drewyer told me what he had said.” (p. 68)

How does the arrival of the white men change Sacagawea’s life? Do you think her life is changing for the better or the worse?

Turn and talk to your partners using this stem:

The arrival of the white men changes Sacagawea’s life because \_\_\_\_\_. I think this shows that her life is changing for the better/worse because \_\_\_\_\_.

(Model adding this thinking to the T-chart. Remind students that it is all right to disagree with each other.)

## Guided Practice:



**Stop after:** “When I woke up it was daylight and the baby was being born.” (p. 69)

How does the arrival of the white men change Sacagawea’s life? Do you think her life is changing for the better or the worse?

Turn and talk to your partners using this stem:

The arrival of the white men changes Sacagawea’s life because \_\_\_\_\_. I think this shows that her life is changing for the better/worse because \_\_\_\_\_.

(Model adding this thinking to the T-chart. Remind students that it is all right to disagree with each other.)

## Guided Practice:



**Stop after:** “Sometimes I learned twenty words and more.” (p. 71)

How does the arrival of the white men change Sacagawea’s life? Do you think her life is changing for the better or the worse?

Turn and talk to your partners using this stem:

The arrival of the white men changes Sacagawea’s life because \_\_\_\_\_. I think this shows that her life is changing for the better/worse because \_\_\_\_\_.

(Model adding this thinking to the T-chart. Remind students that it is all right to disagree with each other.)

## Model:

Model using the map to locate Fort Mandan, and move the stick-pin or colored dot to this new location.

## Link:

*Today and every day when you read...*

...I want you to look at how one important event changes a person’s life and consider whether that person’s life is changing for the better or the worse.

The following chart is an example of what your co-created chart *might* look like:

| Cause  | Effect   |
|--|--|
| The arrival of the white men changes Sacagawea's life forever. | <ul style="list-style-type: none"><li data-bbox="695 541 1421 667">• Native Americans are given a corn grinder +</li><li data-bbox="695 697 1421 856">• the white men bring guns on wheels. -</li><li data-bbox="695 907 1421 1066">• Sacagawea moves to Fort Mandan for the winter. +</li><li data-bbox="695 1117 1421 1276">• Sacagawea is given a "white" name, Janey -</li><li data-bbox="695 1327 1421 1486">• Captain Clark saves Sacagawea's life during childbirth +</li><li data-bbox="695 1537 1421 1696">• She is taught the white man's language +</li></ul> |

## Mini-Lesson

**Vocabulary Routine: hardship (L 4, 5)**

The base word ‘hard’ means requiring great effort or endurance, and the Anglo Saxon suffix ‘ship’ means a condition or circumstance.

## Instructional Read-Aloud

**In this chapter...**the journey is hard and the men are hungry. The team encounters a mother grizzly bear and her cub. The men shoot the mother and eat her, leaving the cub, which Sacagawea says is bad luck. Scannon (Captain Lewis’s large dog) is then injured by a beaver, so the men have to guard the camp more heavily from animals and other tribes while he is recovering. During this time, a band of Assiniboin warriors come upon the camp and look as though they intend to fight, but when they see Sacagawea and Meeko they leave. Once Scannon is better he saves the camp from a bull buffalo and helps Lewis bring down an elk for the men to eat. Every day is different and difficult on the journey, but the team presses on.

**In this lesson...**you will be modeling how readers think about the journey as a symbol of the journey of life. While the reader may not be able to make connections to the actual journey of Lewis and Clark, the reader should consider the fact that in life, there will always be trials or hardships. The reader can learn how to overcome hardships by considering how the main character responds to hardships. You will model keeping track of hardships, of how Sacagawea responds to the hardships, and of what that tells us about her character. Note: The chart you make with students today will later become the evidence collection box.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer

Show understanding of important story elements (RI 3)

- Character
- Plot—problem

Determine a theme from details in the text (RI 2)

- How the character responds to challenges

Use what you know about genre to help you understand the story better (RI 5)

- Biography

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## Connect:

*We have been learning...*

...that good readers compare characters while reading in order to understand the characters better.

## Teach:

*Today I am going to teach you...*

...that good readers think about the events in the story and how the main character responds to those events. Readers do this, especially when reading biography, in order to learn from the main character.

We have been learning about symbolism and have been considering how Scott O’Dell uses the symbol of a bird in flight to convey the idea of freedom. Today I am going to introduce you to another common symbol referenced throughout literature—the symbol of a journey. Often-times, a journey references the journey of life. Even though we haven’t ever been on a journey like the one described in this story, we can still use the lessons of the journey to help us understand our own lives.

Today, we will be reading about the hardships the team endured as they traveled. What the author wants us to consider is that on life’s journey, we will always encounter hardships. How we respond to those hardships determines our success or failure.

When reading biography, good readers focus on the main character and how that person responds to hardships in his or her life. Good readers learn from the actions of the main character.

Watch me as I model how I identify the hardships Sacagawea faced on the journey with Lewis and Clark.

Notice how I pay attention to how she responds to these hardships and consider what her response tells me about her.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Open up your reader’s notebooks to a clean page. At the top write, “How we respond to hardships determines our success or failure.” Make sure to leave some space above and below this sentence for later revision. Now divide the rest of the page into a 3-column chart. Title the far left column **Hardships**. Title the middle column **Sacagawea’s Response**. Title the far right column **Character Traits**. You will eventually need to continue this chart onto a second and possibly a third page. Please copy this same chart onto the next pages in your reader’s notebooks.



**Begin reading chapter 15 of *Streams to the River, River to the Sea*, starting on page 81.**

## Model:



**Stop after:** “Boiled camas root with a few shreds of pemmican was not enough for men who toiled so hard from dawn to nightfall.” (p. 82)

**When the book said** that they lost most of their food during a storm and there were no animals to hunt, **I was thinking this was important because** it tells me that on the journey they often had little to eat. **This helps me understand** how important it was for Sacagawea to know how to gather roots and berries, which she did every night. She is hardworking.

(Model adding this information to the 3-column chart.)

## Model:



**Stop after:** “They were making up for the days without meat.” (p. 85)

How does Sacagawea respond to Captain Clark’s life being in danger, and what does this tell you about her?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the 3-column chart.)

## Guided Practice:



**Stop after:** “Men walked around the camp all night with rifles and watched.” (p. 86)

How does Sacagawea respond to Scannon’s injury, and what does this tell you about her?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the 3-column chart.)

## Guided Practice:



**Stop after:** “He took the digging stick, gave me a hug, and went off to dig camas roots.”  
(p. 88)

How does Sacagawea respond to the threat of enemies, and what does this tell you about her?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the 3-column chart.)

## Guided Practice:



**Stop after:** “The men sat around the fire and cut slices of fat meat for themselves, told stories, and sang songs of home.” (p. 90)

How does Sacagawea respond to the difficult weather and landscape, and what does this tell you about her?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the 3-column chart.)

## Model

Model using the map to locate where the explorers are on the journey, based on details of their encounter with the Assiniboins. Move the stick-pin or colored dot to this new location.

## Link:

*Today and every day when you read...*

...I want you to focus on recognizing the hardships in the story and considering how the main character responds to those hardships.

The following chart is a sample of what your co-created chart *might* look like:

How we respond to hardships determines our success or failure.

| Hardships   | Sacagawea's Response   | Character Traits   |
|---|--|--|
| <ul style="list-style-type: none"><li>• They have little food</li></ul>           | <ul style="list-style-type: none"><li>• She digs for roots every night</li></ul>       | <ul style="list-style-type: none"><li>• Hardworking</li></ul>                              |
| <ul style="list-style-type: none"><li>• They are attacked by a bear</li></ul>     | <ul style="list-style-type: none"><li>• She risks her life for Captain Clark</li></ul> | <ul style="list-style-type: none"><li>• Heroic</li></ul>                                   |
| <ul style="list-style-type: none"><li>• Scannon is injured by a beaver</li></ul>  | <ul style="list-style-type: none"><li>• She feeds Scannon well</li></ul>               | <ul style="list-style-type: none"><li>• Compassionate</li><li>• Makes sacrifices</li></ul> |
| <ul style="list-style-type: none"><li>• They are threatened by enemies</li></ul>  | <ul style="list-style-type: none"><li>• She remains calm</li></ul>                     | <ul style="list-style-type: none"><li>• Strong</li></ul>                                   |
| <ul style="list-style-type: none"><li>• Traveling is difficult and slow</li></ul> | <ul style="list-style-type: none"><li>• She does not give up</li></ul>                 | <ul style="list-style-type: none"><li>• determined</li></ul>                               |

## Mini-Lesson

**In this lesson...**students will synthesize Sacagawea's story in the form of a written summary. Summarizing is more rigorous here than at the end of quadrant one, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the most important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. If this is your students' first time writing a synthesis summary, I recommend completing this writing together as shared writing. If your students practiced writing synthesis summaries in units 4.1 and 4.2 they will be ready to do this work in collaboration with others or independently. Students should be expected to produce quality work.

### Learning Targets:

Determine theme and summarize text (RI 2)

- Synthesis summary

Write a expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

## Teach:

*Today I am going to teach you...*

...that good readers summarize in order to synthesize what they have read and check for understanding. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to write a summary of the whole book. You are going to be very careful to include only the most important events—the summary should be only eight to twelve sentences long.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fourth-grade writing.

### Introduce the Synthesis Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Synthesis Summary Frame

|                       |   |
|-----------------------|---|
| Introduction Sentence | <p><i>The book _____, by _____ tells _____.</i></p> <p>This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.</p>   |
| Body                  | <p>Tell all of the <b>most</b> important events from the book. Include <b>limited</b> detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i><br/> <i>First, next, after that, in the end,</i><br/> <i>In the beginning, then, after that, finally,</i></p> |
| Conclusion            | <p>Your conclusion will reveal the author's message. Use concluding words such as:</p> <p><i>In conclusion,</i><br/> <i>All in all,</i><br/> <i>As you can see,</i><br/> <i>It is true,</i><br/> <i>I am thinking,</i><br/> <i>I predict,</i></p>   |

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

### Synthesis Summary (Student Sample):

The book *Streams to the River, River to the Sea* by Scott O'Dell tells about a heroic Native American woman, Sacagawea, who survived many hardships on her journey to the Pacific Ocean with Lewis and Clark. Sacagawea is honored for her bravery and loyalty even today.

First, Sacagawea was stolen from her Shoshone tribe and taken to live with the Minnetarees. When Lewis and Clark arrived at the Minnetaree camp on their journey up the Missouri River, they asked Sacagawea and her husband, a French trader named Charbonneau, to help guide them on the journey. Sacagawea was determined to go on the journey in order to see her family again, and escape her life of slavery.

While on the journey, Sacagawea and the team of adventurers faced many hardships such as hunger, sickness, threats, hail, snow, wind, rain, and steep mountains. When they arrived at the Shoshone camp, Sacagawea was given the choice to go with Captain Clark or stay among her people. Sacagawea chose to go with Captain Clark, proving that she was very loyal, brave, and determined to follow her dreams.

In the end, Sacagawea and the others complete their journey to the Pacific Ocean. As you can see, it took strength and courage to travel through uncharted land. Sacagawea teaches us that how we respond to hardships determines our success or failure in life.

## Instructional Read-Aloud

**Topic:** “What Happened to Sacagawea After the Journey?” by Nancy Wolf

**In this article...** Nancy Wolf presents two prominent theories of what happened to Sacagawea after her journey with Lewis and Clark. Students will learn that Sacagawea returned to Metaharta with her husband, Charbonneau, and son, Jean Baptiste. They will be told how Jean Baptiste later went to St. Louis to receive an education, at the invitation of Captain Clark. They will learn that Sacagawea gave birth to a daughter, Lizette Charbonneau, and may have died shortly after childbirth, in 1812. It is known that Charbonneau died in an Indian attack and Captain Clark took guardianship of both children in 1813. However, what is unknown is whether Sacagawea did indeed die in 1812, or whether she returned to the Shoshone tribe and lived into her eighties.

**In this lesson...** students will gather details about each theory and consider which details seem most factual based on what they know about Sacagawea from the novel *Streams to the River, River to the Sea*. They will evaluate each theory and form their own opinions, using evidence from the texts.

To prepare for this lesson, make a copy of “What Happened to Sacagawea After the Journey?” for each student.

### Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3)

Evaluate how an author uses evidence to support points made in the text (RI 8)

Integrate information across texts (RI 9)

Gather information (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers use outside sources to help them understand the topic of a book better.

## Teach:

*Today I am going to teach you...*

...that good readers learn more about a topic when it is important to the text.

Today we are going to read an article that describes the many theories surrounding the life of Sacagawea after her journey with Lewis and Clark. Some theories appear to be more supported by factual evidence than others.

As we read we are going to identify each theory and think about whether or not that theory is supported by factual evidence.

Today we will be highlighting information in two colors. One color will mark theory #1, and the other color will mark theory #2. Please use two highlighter pens or underline the text with colored pencils.

Watch me as I model how I look for details about the theories and highlight these details as I read. Notice how I consider whether these details are supported by factual evidence.

Today we will be using this stem for turn and talk:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This detail is/is not supported by factual evidence because \_\_\_\_\_.



**Begin reading “What happened to Sacagawea After the Journey?”**

## Model:



**Stop after:** “They lived with the Minnetarees for about three years.” (Paragraph 2)

**When the article said** that Sacagawea returned to Metaharta after the journey with Lewis and Clark, **I thought this was an important detail because** it tells me that she stayed with her husband, Charbonneau. **This detail is supported by factual evidence because** it says in the article that many of the stories about Sacagawea say this, not just one story.

Let’s highlight this important detail we found in paragraph 2 in both colors, since all theories seem to agree.

(Model highlighting important details.)

## Guided Practice:



**Stop after:** “She left a fine infant girl.” (paragraph 4)

This paragraph supports the theory that Sacagawea died in her mid-20s. What important details did you learn in this paragraph, and are they supported by fact?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This detail is supported by factual evidence because \_\_\_\_\_.

Let’s highlight these important details we found in paragraph 4.

(Model highlighting important details.)

## Guided Practice:



**Stop after:** “...William Clark became guardian of Jean Baptiste and Lizette.” (paragraph 5)

This paragraph continues to support the theory that Sacagawea died in her mid-20s. What important details did you learn in this paragraph, and are they supported by fact?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This detail is supported by factual evidence because \_\_\_\_\_.

Let’s highlight these important details we found in paragraph 5.

(Model highlighting important details.)

## Guided Practice:



**Stop after:** “Many say she was Sacagawea.” (paragraph 6)

This paragraph tells a second theory—that Sacagawea returned to her Shoshone tribe using the name Porivo and lived to be an old woman. What important details did you learn in this paragraph, and are they supported by fact?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Let’s highlight these important details we found in paragraph 6.

(Model highlighting important details.)

## Stretch It:



**Stop after:** “There are 10 memorials honoring her, and a cultural center in Salmon, Idaho, near her homeland.” (paragraph 7)

Discuss: Based on what we know about Sacagawea from the book *Streams to the River, River to the Sea*, which theory do you believe is most likely true? Support your thinking with evidence from both texts. Or, perhaps you don't have enough evidence to decide; how might you find out more information?

## Link:

*Today and every day when you read...*

...I want you to consider how reading outside text can help you understand a story better.

## What Happened to Sacagawea After the Journey?

Nancy Wolf

The author's notes at the beginning of *Streams to the River, River to the Sea* tell us, "[Sacagawea] had two sons, lived for some eighty years, and is buried in the Wind River Valley of Wyoming" (p. ix). In truth, there are many tales about what happened to this Shoshone woman.

Many tales support the story that, after the expedition, Sacagawea and Charbonneau went back to the village where they first met, Metaharta. They lived with the Minnetarees for about three years.

William Clark was excited to give Jean Baptiste, their son, a good education. He invited the family to St. Louis, Missouri, so the boy could go to school. The family moved to be not too far from St. Louis, where he started school. From this point forward, it is unclear what really happened to Sacagawea. Some say she died in her mid-20s, others say she lived to be an old woman. It will be up to you to put the facts together for yourself.

In 1811, a fur dealer met Sacagawea and wrote in his journal that she was "sickly and longed to revisit her native country." At some point, Sacagawea gave birth to a little girl and named her Lizette Charbonneau. Then on December 20, 1812, a clerk at the trading post recorded that "...the wife of Charbonneau, a Snake (Shoshone) Squaw, died of putrid fever." He added that she was "aged about 25 years. She left a fine infant girl."

It is believed that Charbonneau died in an Indian attack on the trading post only a few months after Sacagawea's death. Fifteen men died in the attack. Records list the clerk and Lizette as survivors. Then on August 11, 1813, William Clark became guardian of Jean Baptiste and Lizette.

There is another story the Shoshone tribe tells. There was a Shoshone woman named Porivo who came to live with them. She talked about a long journey she made with several white men. She even had a peace medal like the ones Lewis and Clark carried on their trip. She had a couple of sons who could speak several languages, including English and French. This woman died on April 9, 1884. Many say that she was Sacagawea.

What we know for sure is that Sacagawea's story lives on. More streams, lakes, landmarks, parks, songs, and poems pay tribute to Sacagawea than to any other woman in American history. Many books and movies tell her story. There are 10 memorials honoring her and a cultural and educational center in Salmon, Idaho, near her homeland.

There were no pictures taken of Sacagawea, so no one knows what she looked like. However, there are 18 statues of her in spots all around the United States. She is even on a dollar coin minted by the U.S. Treasury.

Resources:

Butterfield, B. (2010). *Sacagawea: From captive to expedition interpreter to great American legend—her life*. Article retrieved from <http://www.bonniebutterfield.com/NativeAmericans.html>.

Drumm, S. (1920). *Journal of a Fur-trading Expedition on the Upper Missouri: John Luttig, 1812–1813*, St. Louis, Missouri: Missouri Historical Society.

Clark, E. E., and Edmonds, M. (1983). *Sacagawea of the Lewis and Clark Expedition*. Berkeley, CA: University of California Press.

Permission to reprint this article has been granted by Nancy Wolf, author.

## Mini-Lessons

**In these lessons...**your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share

To prepare for this assignment, make a copy of the drafting organizer for each student. Students will use the drafting organizer as a scaffold for their first drafts.

### Learning Targets:

Write an expository piece (W 2)

- Literary essay
- Opinion piece (W 1)

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

## Teach:

*Today I am going to teach you...*

...that good readers write in order to share their thinking about a book with someone else.

Today we will be starting a formal writing project. We will be writing literary essays in response to the book *Streams to the River, River to the Sea*. The formal writing prompt will give you an opportunity to form your own opinions and support your opinions with evidence from the book.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

**Introduce and hand out the draft sheet. Guide students through reading the introduction to the project and the writing frame. (This would also be an opportunity to share images of Sacagawea's honors with students.) Explicitly state your expectations for the assignment.**

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-Out:

(After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5. Media support for this presentation might include photographs of some of Sacagawea's honors—sculptures, coins, rivers, peaks, etc.)

## **Formal Essay Prompt**

We know very little about the life of this Shoshone woman, Sacagawea, except for what is found in the documentation of her year-and-a-half-long journey with Lewis and Clark. This documentation is one of the only accounts from the 1800s that gives us a glimpse into the life of a Native American woman. Therefore, Sacagawea’s courage, strength, and independence now serve as symbols of the Native American woman.

Since Sacagawea’s death, people all over the United States have given honor to her life and her name. In 2000, the United States Mint issued the Sacagawea Dollar coin, which depicts Sacagawea and her son, Jean Baptiste Charbonneau, on its face. Several rivers and mountain peaks have been named after her, as has a caldera (a smooth plateau) on the planet Venus. Books have been written, movies have been produced, and sculptures have been erected—all with the hope of bringing honor to her strength of character.

Do you think Sacagawea is deserving of these honors?

## **Honoring Sacagawea**

(Introduction: Paragraph 1)

Throughout Sacagawea’s journey with Lewis and Clark, she experienced many hardships. In the face of challenge, Sacagawea showed strength of character. Sacagawea proved she was \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

I think she is deserving of many honors because her life continues to have meaning for us today. Her life teaches us \_\_\_\_\_

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## Formal Writing (Student Sample):

Throughout Sacagawea's journey with Lewis and Clark, she experienced many hardships. In the face of challenge, Sacagawea showed strength of character. Sacagawea proved she was hardworking, heroic, and faithful. I think she is deserving of many honors because her life continues to have meaning for us today. Her life teaches us that we have the freedom to make our own choices in the face of hardship and that we should follow our dreams.

While on the journey to the Pacific Ocean, there were many times when there was little food to eat. One time they even ate candles! Sacagawea dug camas roots for all the men every night to help them keep their strength. It was hard to find the roots during the winter. Sacagawea proved that she had strength of character because she was hardworking.

In addition to always being hungry, they were also always in danger of being attacked by bears or enemies. When a bear tried to attack Captain Clark, Sacagawea distracted the bear with her belt of blue beads. When enemies came to their camp, Sacagawea stood up to show that the explorers came in peace. Sacagawea put her life at risk, which proves that she was heroic.

Also, Charbonneau and Sacagawea's brother tried to tell Sacagawea not to go on the journey. Sacagawea did not want to go back on her promise to Captain Clark. She prayed to the Great Spirit and asked the Great Spirit to let her go safely on the journey. Sacagawea proved that she had strength of character when she was faithful to her promise and the Great Spirit.

I think it is clear, Sacagawea deserves many honors including having mountain peaks named after her and statues of her. Her strength of character teaches us to never give up on our dreams. If I could meet Sacagawea today, I would tell her that she is the bravest woman I know!

## Supplementary Materials for Social Studies Connections

While conducting this unit of study you may want to take advantage of your students' interest in Native American culture and conduct a study of Native Americans during your content area literacy block. There are an incredible number of resources available to you online, in local libraries, and in your community. I encourage you to seek out these resources and possibly even plan a field trip to a museum, cultural center, or tribal community. I also offer a list of suggested titles to incorporate into your classroom library and teacher library.

### Classroom Library Suggestions:

#### ***Lewis and Clark Expedition:***

Eubank, P. R. (2002). *Seaman's journal: On the trail with Lewis and Clark*. Nashville, TN: Ideals Publishing

Fifer, B. (2003). *Going along with Lewis and Clark*. Helena, MT: Farcountry Press.

Fifer, B. (2003). *Lewis and Clark expedition illustrated glossary*. Helena, MT: Farcountry Press.

Herbert, J. (2000). *Lewis and Clark for kids: Their journey of discovery with 21 activities*. Chicago, IL: Chicago Review Press.

Murphy, C. R. (2005). *I am Sacagawea, I am York: Our journey west with Lewis and Clark*. London, England: Walker Children's Books.

#### ***Native Americans:***

Adelman, E. F. (1992). *Rand McNally children's atlas of Native Americans*. New York, NY: Rand McNally & Company.

Barrett, C. A. (2003). *American Indian history*. Pasadena, CA: Salem Press, Inc.

Bruchac, J., and Locker, T. (1996). *Between earth and sky: Legends of Native American sacred places*. New York, NY: Harcourt, Inc.

Ditchfield, C. (2004). *The Shoshone*. San Francisco, CA: Children's Press.

Murdoch, D. S. (2005). *North American Indian*. New York, NY: DK Children's.

Nelson, S., and Nelson, T. (2004). *The Nez Perce*. San Francisco, CA: Children's Press.

#### ***Possible Book Club Titles:***

Fifer, B. (2003). *Going along with Lewis and Clark*. Helena, MT: Farcountry Press.

Lenski, L. (1995). *Indian captive: The story of Mary Jemison*. New York, NY: Harper Collins.

O'Dell, S. (1997). *Sing down the moon*. New York, NY: Laurel Leaf.

O'Dell, S. (1960). *Island of the blue dolphins*. New York, NY: Houghton Mifflin.

O'Dell, S. (1992). *Thunder rolling in the mountains*. New York, NY: Dell Yearling.

Speare, E. G. (1984). *Sign of the beaver*. New York, NY: Yearling.

Thomasma, K. (1983). *Naya Nuki: Shoshoni girl who ran*. Grand Rapids, MI: Baker Books.

**Teacher Library Suggestions:**

- Blaisdell, B. (2000). *Great speeches by Native Americans*. Mineola, NY: Dover Publications Inc.
- Cardozo, C., Erdrich, L., and Makepeace, A. (2005). *Edward S. Curtis: The women*. New York, NY: Bulfinch.
- Cheney, M. (2003). *History pockets: Moving west*. Monterey, CA: Evan-Moor Educational Publishers.
- Freedman, R. (1987). *Indian chiefs*. New York, NY: Holiday House.
- Graf, M. (2003). *History pockets: Explorers of North America*. Monterey, CA: Evan-Moor Educational Publishers.
- Gulbrandsen, D. (2010). *Edward S. Curtis: Visions of the first Americans*. Minneapolis, MN: Chartwell Books Inc.
- LaFontaine, B. (2004). *Wigwams, longhouses and other Native American dwellings*. Mineola, NY: Dover Publications, Inc.
- Lewis, M., and Clark, W. (2002). *The journals of Lewis and Clark*. New York, NY: Penguin Classics.
- Lowther, K. (2003). *History pockets: Native Americans*. Monterey, CA: Evan-Moor Educational Publishers.

**Additional Lessons and Activities**

The following lessons and activities are suggestions I am offering you. There is certainly a wealth of materials available, and you may have access to materials or curriculum that is even stronger than what I have outlined here. Feel free to use these ideas, but do not feel limited by them. The most important thing is to listen to your students' questions and offer opportunities for them to answer those questions through extended learning!

## Native American Research Project (Optional):

As a suggestion, I am outlining a research project in which students would work in groups of 2–4 to research and present information about one of the tribes Lewis and Clark and Sacagawea encountered on their journey.

### Tribes students might research include:

Minnetaree  
Sioux  
Shoshone  
Mandan  
Blackfeet  
Nez Perce

**Research might focus on the following categories:** location, clothing, food, shelter, and transportation. Students might also be responsible for gathering other unique facts about their tribe.

**Purpose:** Before getting started on the research, clearly define the purpose for the work. Students will be using the information to create a research project that they will present to the class. Their work during this project will demonstrate their proficiency in reading informational text, writing, speaking, and listening.

**Suggested Projects:** A variety of projects would be appropriate for this activity, including but not limited to:

- a written research report
- a fictional journal entry written by Captain Clark
- a tabletop display that incorporates written text and visual support
- a presentation that utilizes technology such as a PowerPoint, a brochure, or a video.

### Internet Research:

The following is a list of recommended websites for research. Students might also seek out other documents from the school or local library.

#### Minnetaree

<http://www.mhanation.com/main/history.html>  
[http://en.wikipedia.org/wiki/Hidatsa\\_people](http://en.wikipedia.org/wiki/Hidatsa_people)  
<http://www.accessgenealogy.com/native/tribes/siouan/hidatsahist.htm>  
<http://www.mhanation.com/main/main.html>

#### Sioux

<http://www.accessgenealogy.com/native/tribes/siouan/siouanfamilyhist.htm>  
<http://www.accessgenealogy.com/native/tribes/siouan/siouxchiefs.htm>  
<http://www.sioux.org/>  
<http://www.history.com/topics/sioux>

### **Shoshone**

<http://www.shoshoneindian.com/>  
<http://www.onlineutah.com/shoshonehistory.shtml>  
<http://www.easternshoshone.net/>  
<http://www.history.com/topics/shoshone>

### **Mandan**

<http://en.wikipedia.org/wiki/Mandan>  
<http://www.accessgenealogy.com/native/tribes/mandan/mandanhist.htm>  
<http://www.legendsofamerica.com/na-mandan.html>  
[http://www.history.army.mil/LC/The%20People/Indian\\_Nations/Mandan/gallery.htm](http://www.history.army.mil/LC/The%20People/Indian_Nations/Mandan/gallery.htm)

### **Blackfeet**

<http://www.accessgenealogy.com/native/tribes/siouan/blackfoothist.htm>  
<http://www.blackfeetnation.com/about-the-blackfeet.html>  
[http://www.gngoat.org/blackfeet\\_history.htm](http://www.gngoat.org/blackfeet_history.htm)  
<http://www.manataka.org/page255.html>

### **Nez Perce**

<http://www.nezperce.org/history/FrequentlyAskedQ.htm>  
[http://www.bigorrin.org/nez\\_kids.htm](http://www.bigorrin.org/nez_kids.htm)  
<http://www.pbs.org/lewisandclark/native/nez.html>  
[http://www.nationalgeographic.com/lewisandclark/record\\_tribes\\_013\\_12\\_17.html](http://www.nationalgeographic.com/lewisandclark/record_tribes_013_12_17.html)

**Evaluating Sources:** While conducting their research, students should be considering the validity and strength of each resource. Teach students that anyone can put information on the Web. Therefore, we must question the information we find before assuming the information to be fact. While researching, consider the following questions:

- **Accuracy**—When this information is compared to information from other sources, does it seem correct? Is what is presented mostly fact or mostly opinion?
- **Authority**—Is the author or source of the information someone who is qualified to give information about this topic? Does the information look professional (proper spelling, punctuation, and grammar)?
- **Objectivity**—Is this site's main purpose to inform, persuade, or sell?
- **Currency**—Is the information on this website up-to-date? Is it dated?

## Prefix List

| PREFIX | DEFINITION        |
|--------|-------------------|
| un     | not / opposite of |
| re     | again             |
| in     | not               |
| im     | not               |
| ir     | not               |
| il     | not               |
| dis    | not / opposite of |
| en     | cause to          |
| em     | cause to be       |
| non    | not               |
| over   | in / into         |
| mis    | wrongly           |
| sub    | under             |
| pre    | before            |
| inter  | between / among   |
| fore   | before            |
| de     | opposite of       |
| trans  | across            |
| super  | above             |
| semi   | half              |
| anti   | against           |
| mid    | middle            |

## Roots List

| ROOT        | DEFINITION     | ROOT   | DEFINITION    |
|-------------|----------------|--------|---------------|
| audi        | hear           | rupt   | break         |
| auto        | self           | scope  | see           |
| bio         | life           | sect   | cut or divide |
| cap, capere | to take        | struct | build         |
| chrono      | time           | tele   | far off       |
| cur         | to run         | tract  | pull / drag   |
| dict        | say            | tort   | twist         |
| fer         | carry          |        |               |
| fix         | fasten         |        |               |
| flict       | strike         |        |               |
| form        | shape or form  |        |               |
| fus(e)      | flow           |        |               |
| gen         | give birth     |        |               |
| geo         | earth          |        |               |
| graph       | write          |        |               |
| ject        | to throw       |        |               |
| jur, jus    | law            |        |               |
| man         | hand           |        |               |
| phon        | sound          |        |               |
| photo       | light          |        |               |
| port        | bring or carry |        |               |

## Suffix List

| SUFFIX | DEFINITION                     | SUFFIX | DEFINITION                  |
|--------|--------------------------------|--------|-----------------------------|
| s      | plural                         | ous    | possessing the qualities of |
| es     | plural                         | eous   | possessing the qualities of |
| ed     | past tense                     | ious   | possessing the qualities of |
| ing    | verb form / present participle | en     | made of                     |
| ly     | characteristic of              | er     | comparative                 |
| er     | person connected with          | ive    | adjective form of a noun    |
| or     | person connected with          | ative  | adjective form of a noun    |
| ion    | act / process                  | itive  | adjective form of a noun    |
| tion   | act / process                  | ful    | full of                     |
| ation  | act / process                  | less   | without                     |
| ition  | act / process                  | est    | comparative                 |
| ible   | can be done                    | ship   | a condition or circumstance |
| able   | can be done                    |        |                             |
| al     | having characteristics of      |        |                             |
| ial    | having characteristics of      |        |                             |
| y      | characterized by               |        |                             |
| ness   | state of / condition of        |        |                             |
| ity    | state of                       |        |                             |
| ty     | state of                       |        |                             |
| ment   | action / process               |        |                             |
| ic     | having characteristics of      |        |                             |

# Vocabulary: Making Connections

Target Word:

uncharted

Context:

“[Sacagawea’s] knowledge of the language, the land, and people of the uncharted West made her an integral part of [Lewis and Clark’s] success.” (blurb)

What it is...

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What it is not...

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)