**Lewis and Clark**

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| Level | L |
| Content Area | Social Studies |
| Reading Focus | Students will learn to use the comprehension strategy of Drawing Inferences to better understand the text, learn about images and captions and how to use evidence from the text. |
| Text Type | Informational |
| Academic Vocabulary | custom(s), dance, explorers, food, geography, highway, history, journey, land, language, maps, month, mountain(s), nation, Native Americans, ocean, river, science, Thomas Jefferson, trade, United States, wildlife |

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| **Topic Talk** | * Have students describe what they see on the front cover of the book. * Ask: “What do you the people in the boats are doing? Why do you think this?” * When students give reasons for their thinking, explain that they are using evidence to draw inferences from – in this case, they have looked for meaning that isn’t written in words. * Read the title of the book and the blurb aloud. * Ask: “What do you know about Lewis and Clark already?” Share background knowledge around the group. * Remind students that they will be drawing inferences to better understand the text. Model an inference of your own, for example, “I can see some of the people in the boats are wearing old-fashioned clothes. I can draw an inference here that Lewis and Clark must have been on a journey a long time ago.” * Ask: What other inferences can you draw about Lewis and Clark’s journey, from looking at the cover image?” |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Have students think, pair, share about new information they have learned from the chapter titles. * Ask: “From the titles of the chapters, do you think the journey was fun, difficult, scary, or anything else? How do the chapter titles help us guess about the journey?” * Introduce students to “Nat the Ant” at the bottom of the page, and read the speech bubble aloud. |
| **Opening Chapters** | * Read aloud the chapter 1 title and pages 2 and 3 together (pause at the ant question). * Ask: “It says in the first paragraph that Lewis and Clark journeyed across *unknown* lands. Do you think it was really unknown, or did some others already know about it?” Have students give reasons for their thinking. * Point out that the author has written that Lewis and Clark “made new friends”, so the author has left a text clue that there were people living in the west already. * Explain that drawing inferences from clues in the text can help us figure out things even when the author doesn’t directly tell us. * Read the ant question and have students think, pair, share about their answers. * Read pages 4 and 5 together. * Ask: “The author has written a lot about President Jefferson in this chapter. What kind of President does the author think Thomas Jefferson was?” Have students think, pair, share their inferences. * Read the chapter 2 title and pages 6 and 7 aloud. * Ask students to think about the text clues saying Lewis and Clark were both in the army. Ask: “Using these clues and adding your background knowledge … what inference can you draw about why they might have been chosen to go on this journey?” * Have students think, pair, share their inferences, and then choose some students to share their ideas with the group. * Read page 8 together. * Ask students to draw an inference about why Lewis might have needed money from Congress to help prepare for the journey. Remind students to use their background knowledge about making a journey, and the text clues about who was part of the Corps of Discovery. * Set purposes for reading from Chapter 3 through to the end of the book:   + Think about what background knowledge you might have that might help to understand what you are reading.   + Try to draw inferences about what the author is hinting at (but not writing). Use your knowledge along with clues from the text.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning more by using the *Mini-lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Have students retell the narrative with a partner using “first,” “next,” and “finally.” 2. As a group, discuss how important the Native American tribes were to the expedition. Ask: “Do you think Lewis and Clark would have survived without help from Native American tribes? Why, or why not?” 3. Ask: “How did drawing inferences help you to better understand this book?” | |
| **Writing Prompts** | *Fiction* | Imagine you are exploring an unknown land. Write a story about where you are and how you escaped from a wild animal attack. Try to use lots of describing words (adjectives). |
| *Informational* | Write about a long journey that you have been on. How did you travel? What happened on the journey? |
| *Letter Writing* | Imagine you are one of the explorers. Write a letter back home about the scariest moment you faced on the expedition. |
| *Opinion* | What do you think was the most important thing Lewis and Clark did during their journey? Write about why you think this. |
| *Research* | Research what things Lewis and Clark discovered on their journey, and make notes on what you found out. |