



**4<sup>TH</sup>**  
**GRADE**  
**VOLUME 4.3**

# **Book Club Teacher's Guide**

***Going Along with Lewis & Clark***

For pairing with *C. I. A. Unit of Study—Biography,  
Streams to the River, River to the Sea 4.3*

**Sarah Collinge**

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Read Side by Side  
9514 180th St. SE  
Snohomish, WA 98296  
425-412-3724  
[www.readsidebyside.com](http://www.readsidebyside.com)

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## *Going Along with Lewis & Clark* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to freedom, exploration, government, overcoming hardships, and the historical importance of people's circumstances in past times. These themes will be generalized across the people and events of the Lewis and Clark expedition.</p> <p><b>Structure</b> This nonfiction text is organized by topic area, and therefore the information is not presented chronologically. Each section presents a variety of images including artwork, maps, and photos of memorabilia.</p> <p><b>Language Conventionality and Clarity</b> Historical language and vocabulary add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p><b>Knowledge Demands</b> Students will need to have a great deal of background knowledge about the time period before, during, and after the Lewis and Clark expedition.</p>	<p><i>Going Along with Lewis &amp; Clark</i> has not been given a Lexile score.</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>

# **C. I. A. Book Club Lesson Plans**

*Going Along with Lewis & Clark*

## DAY 1, GENRE & BLURB

**In this lesson...**you will be reminding students how they can use clues in the blurb to help identify the story elements—character, setting, problem, and main events. After identifying these story elements, students will use them to make predictions.

### **Learning Targets:**

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of story elements (RI 3)

- Main characters
- Setting
- Problem

Infer genre (RI 5)

Gather and categorize information through note taking (W 8)

## Connect:

*We have been learning...*

...that good readers enjoy reading in collaboration with others. Today we are going to start our book clubs. Each of you will be working with a group of students to read a book and uncover the author's message. It will be your responsibility to read the book and take careful notes in your reader's notebook. You will be responsible for

1. Reading the book on your own,
2. Completing all assignments on time,
3. Keeping your work neat,
4. Working cooperatively with your assigned partner, and
5. Attending important C. I. A. meetings.

(Hand out a book club text and a book club notebook to each student.

Have each student record the following on the front cover of his or her student book club notebook:

- the genre of the book—historical nonfiction—on the first line
- the subject—the Lewis and Clark expedition—on the second line
- his or her name on the third line
- the date on the fourth line

On page 3, have each student record his or her partner's name and the names of everyone else in his or her group. Also, have students record the title of the book to which they've been assigned.)

Notice that we are all reading the same historical nonfiction book. We will be using our background knowledge of the genre, historical nonfiction, to help us understand the text better.

(Make a copy of the historical nonfiction genre chart [see Appendix] for each student. Students will paste or tape this chart onto page 4 of their book club notebooks. Introduce the genre chart for historical nonfiction, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at [www.shop.readsidebyside.com](http://www.shop.readsidebyside.com).)

## Teach:

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

...that good readers look carefully at the cover of a book and read the blurb prior to starting a book so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We did this activity prior to reading the book *Streams to the River, River to the Sea*. Please turn in your reader's notebooks to our first entry for *Streams to the River, River to the Sea*, where you made notes about the main story elements. You will each be completing this same task right now using your book club book.



## **Guided Practice—Work Time:**

Please open up to page 5 in your book club notebooks. Notice how you will be reading the blurb of your book club book to gather information about the characters, setting, and problems in the story. Remember that often the characters in historical nonfiction are groups of people. Finally, you will make a prediction about what might happen in the book.

Today I am going to have you complete this task with your partners. You will have 35 minutes to complete this task together. Then, you will come back to the meeting area to share your predictions with the class.

(Dismiss the students for partner work. Conduct conferences with partnerships as necessary.)

## **Share-out:**

Discuss: What are you predicting?

## **Link:**

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

...I want you to think about the story elements before you start reading a book, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

# Read the Blurb

Main Character:

the Corps of Discovery

Secondary Characters:

Native Americans

Setting (time, place, circumstance):

1803-1806

Missouri River, Rocky mountains,  
Pacific Ocean

Problem:

The expedition was challenging because the Corps didn't know exactly where they were going or when they would return.

Prediction:

I predict the journey will be very difficult!

## DAY 2, TEXT STRUCTURE & TEXT FEATURES

**In this lesson...**you will be helping readers identify the text structure and organization of sections/ chapters of a text prior to reading. You will model how readers analyze the purpose of the text structure and create a plan for how to read the text for understanding.

To prepare for this lesson, photocopy the text features chart for *Going Along with Lewis & Clark*, given below, for all students.

### **Learning Targets:**

Examine the importance of text structure (RI 5)

Establish a plan for locating and drawing information from the text (RI 7)

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 carefully at the cover of a book and read the blurb prior to starting a book so that they can begin to think about the story elements.

## Teach:

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

...that good readers look carefully at the structure of the text and develop a plan for reading the text with understanding.

Please open up to the table of contents for the book *Going Along with Lewis & Clark*.

The table of contents shows how the book has been divided into sections based on topics of the Lewis and Clark expedition. Notice that the first six sections focus on topics related to the characters, setting, problems, and important events leading up to the journey.

Please place a sticky note on page 15, following these first six sections. This marks the end of quadrant 1.

When we read nonfiction texts, our purpose is not necessarily to read every single piece of information. In many cases we read in order to gain information about a specific topic, or to answer a specific question.

Our purpose for reading *Going Along with Lewis & Clark* will be to determine whether the book *Streams to the River, River to the Sea*, written by Scott O'Dell, is consistent with historical facts. Therefore, we will focus on reading details and facts that connect to the story *Streams to the River, River to the Sea*.

Not all of the sections will be read in order, and we will probably skip some sections that are irrelevant to our purpose. While we are still going to mark all of the quadrants with sticky notes, please understand that this text will not follow the strict four-quadrant format. This is something you can expect when reading nonfiction text that does not follow a narrative structure.

Please place a sticky note on page 25. This marks the end of quadrant 2.

Please place a sticky note on page 37. This marks the end of quadrant 3.

Text features throughout the nonfiction text will help us know which parts of the book are important and connect to the details and facts found in the story *Streams to the River, River to the Sea*.

Today we are going to look closely at the text features found in the book *Going Along with Lewis & Clark* in order to determine their purpose. Please take out the handout titled "Text Features Chart—*Going Along with Lewis & Clark*."

Watch me as I model how I locate text features in the book.

Notice how I consider the purpose of each of these text features.

## Model:

The first text feature listed on our chart is “section title.” Please turn to page 4 to find an example of a section title. The section title on page 4 reads “Who they were...the captains.” A section title is used to tell what you are going to be reading about in the section. The section title reveals the main idea of the section.

Can you find another example of a section title?

(Prompt students to add an additional example to column 3.)

## Guided Practice:

(For each of the additional text features, begin by introducing the text feature from column 1. Have students turn to the page or pages listed in column 2. Read the description of the text feature in column 4. Prompt students to find another example of the text feature to add to column 3.)

## Link:

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

...I want you to use text structure and the text features to help you understand the book better.

## Text Features Chart

### *Going Along with Lewis & Clark*

TEXT FEATURE	FOUND ON	ALSO FOUND ON	DESCRIPTION
Section Title	p. 4		Tells what you are going to be reading about in the section (main idea)
Heading	p. 4		Tells what you are going to be reading about in a certain part of a section (main idea)
Illustration	p. 4		Artwork that emphasizes information given in the text or adds to the enjoyment of the text
Map	p. 5		Information presented in a visual format to communicate where something is or where an event occurred
Memorabilia	p. 4		Artifacts that emphasize information given in the text
Side Bar	p. 4		List of additional facts or information
Photograph	p. 16		An image, generated with a camera, that emphasizes information given in the text or adds to the enjoyment of the text
Caption	p. 16		Words below or beside an image that tell about the image
Additional Resources	p. 48	N/A	A list of other resources related to the topic
Glossary	p. 48	N/A	Words from the text and their definitions displayed alphabetically

## DAYS 3–4, CHARACTER LIST

**In this lesson...**you will remind students that good readers pay attention to references to important people when reading historical nonfiction. Students will be asked to read and keep track of important people mentioned in the text.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Determine importance
- Visualize

Show understanding of story elements (RI 3)

Gather and categorize information through note taking (W 8)

### Connect:

*We have been learning...*

...that good readers look carefully at the structure of the text and develop a plan for reading the text with understanding.

Yesterday we marked the first 15 pages of our book *Going Along with Lewis & Clark* as being the first quadrant of the book.

Today, you are all going to begin reading quadrant 1 of your book club book. When you read quadrant 1 you will be focused on collecting critical information in the text. You will each be gathering information about the characters, setting, problems, and important events in your book. These are the critical story elements that help us get a book in our heads.

### Teach:

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

...that good readers identify important people when reading historical nonfiction. You are each going to make a character list in your book club notebook as you read your assigned pages for today. Your character list will be a tool that you will use while reading this book; it will help you improve your comprehension when you are confused.

You each made a character list when we read the book *Streams to the River, River to the Sea*. Please turn to the character list for *Streams to the River, River to the Sea*. Notice how you wrote the name of each important character and information about him or her on the list.

## Guided Practice—Work Time:

Now turn to pages 8 and 9 in your book club notebooks. Record the following names on this chart: Meriwether Lewis, William Clark, Seaman, York, George Drouillard, Sacagawea, Pompey, and Charbonneau.

You will have two days to complete today's assigned reading. As you read, you will stop each time a new detail is revealed about any of these important people and add this detail to the list.

You will each be reading parts of the text and adding to your character list in your book club notebook. (Remember to assign the appropriate scaffolding to your lowest group[s] if necessary. Some students may need the support of a partner both to read the text and to complete the charts, while others may need to work with a partner only for the charting.) As you are working, if you need help, first ask your assigned partner for help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

On each day, you will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign students their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

**Students will have two days to complete the following pages:**

*Going Along with Lewis & Clark*—pp. 4 & 5, 8 & 9.

## Extension (Optional):

What else can you learn about these important people? On page 21 of your book club notebook, record additional notes taken from the following outside text:

*Kids Discover: Lewis & Clark*—pp. 4 & 5.

## Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of important people as they read? How did doing this help you or challenge you as a reader today?

## Link:

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

...I want you to think about what the text is telling you about the important people that it mentions, in order to make a character list for monitoring comprehension.



# Character List

CHARACTER	DETAILS
Meriwether Lewis	<ul style="list-style-type: none"> <li>• President Thomas Jefferson's secretary</li> <li>• Leader of the Corps of Discovery</li> </ul>
William Clark	<ul style="list-style-type: none"> <li>• Army Captain</li> <li>• Red hair</li> </ul>
Seaman	<ul style="list-style-type: none"> <li>• Newfoundland retriever</li> <li>• Belonged to Captain Lewis</li> <li>• Hunted and kept guard</li> <li>• Big dog with thick hair &amp; webbed feet</li> </ul>
York	<ul style="list-style-type: none"> <li>• African American slave</li> <li>• Belonged to Captain Clark</li> <li>• A good hunter</li> </ul>
George Drouillard	<ul style="list-style-type: none"> <li>• Also known as Drewyer</li> <li>• Hunter</li> <li>• Boatman</li> <li>• Spoke Shawnee, French, Plains Indian Sign language</li> </ul>
Sacagawea	<ul style="list-style-type: none"> <li>• Shoshone from the Rocky Mountains</li> <li>• Charbonneau's wife</li> <li>• Hired as an interpreter</li> <li>• Spoke Shoshone and Hidatsa</li> </ul>
Pompy	<ul style="list-style-type: none"> <li>• Named Jean Baptiste Charbonneau</li> <li>• Rode in a cradleboard</li> <li>• Son of Sacagawea and Charbonneau</li> </ul>

# Character List

CHARACTER	DETAILS
Charbonneau	<ul style="list-style-type: none"><li>• Hired as an interpreter</li><li>• Spoke French and Hidatsa</li><li>• Good at cooking</li></ul>

## DAYS 9–10, RETELL SUMMARY WRITING

**In this lesson...**students will be synthesizing their understanding of the first quadrant of their book club text by writing retell summaries. Students will be using the retell summary frame to organize their writing. Students should be expected to produce quality work.

### Learning Targets:

Summarize the text (RI 2)

- One sentence sum-up
- Retell summary of the first quadrant

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Retell events from the beginning, middle, and end of text, in sequence

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)

Acquire and use key vocabulary (L 6)

### Connect:

*We have been learning...*

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

## Teach:

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

...that good readers write a retell summary of the first quadrant of a book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

You each wrote a retell summary at the end of the first quadrant of the book *Streams to the River, River to the Sea*. Please turn to the retell summary you wrote for *Streams to the River, River to the Sea*. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraphs tell only the most important events.

## Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Streams to the River, River to the Sea*. You will use this same frame to organize your retell summary for your book club book.

(Review the retell summary frame with students.)

Now turn to page 15 in your book club notebook. This is where you will write your retell summary for your book club book. You will use the summary frame to organize your writing. You may also use the entries in your notebook as tools. The problems list on page 11 and the important events list on page 12 will be especially helpful to you.

You will each be completing your retell summary independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track. You will have two days for this assignment.

## Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers summarize as they read? How did doing this help you or challenge you as a reader today?

Discuss: What do you predict will happen next in the book?

(Give students time to write their thinking in the stem provided on page 19 of the book club notebook.)

**Link:**

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

...I want you to think about the important events. Doing this will help you keep the story in your heads.

## ***Going Along with Lewis & Clark***

### **Retell Summary Sample**

The first quadrant of the book *Going Along with Lewis & Clark*, by Barbara Fifer, tells about the Lewis and Clark expedition.

In 1803, President Thomas Jefferson sent the Corps of Discovery to find out about the region of the Louisiana Territory. The Corps included hunters, woodsmen, boatmen, traders, blacksmiths, gunsmiths, and carpenters. It also included interpreters who could help communicate with the native tribes. One famous interpreter was Sacagawea.

To prepare for the journey, the Corps packed many tools. They packed knives, tomahawks, and rifles. These tools were not only used to hunt, they were also used to make canoes, build wagons, and pound stakes into the ground to mark a path. The Corps also took tools for navigating and mapping.

It is clear, the Lewis and Clark expedition was an important journey to learn about the region of the Louisiana Territory. The Corps explored the area from St. Louis, Missouri, to what is now Long Beach, Washington.



# Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said Lewis and Clark would have to  
find their own way and ask Native Americans  
for help (p. 14)  
*I made a prediction. I think* the Native Americans will  
help Lewis and Clark  
*because* the Native Americans already  
know the land.

## DAY 11, EVALUATE THE HISTORICAL ACCURACY OF *STREAMS TO THE RIVER*

**In this lesson...**students will evaluate whether the author Scott O'Dell made his biography of Sacagawea, *Streams to the River, River to the Sea*, historically accurate. Historical credibility is a critical element of biography. In order to evaluate the historical accuracy of O'Dell's story, students will be analyzing the details in *Streams to the River, River to the Sea* and comparing those details to the facts presented in *Going Along with Lewis & Clark*, as well as to excerpts from the Lewis and Clark journals.

To prepare for this lesson, make copies of the handouts titled "The Pact with Captain Clark" and "Jean Baptiste Charbonneau is Born" and give them to each student.

### **Learning Targets:**

Read closely to understand diverse media (RI 1, 2, 3, 7)

Analyze multiple texts (RI 9)

Consider the author's point of view (RI 6)

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

### **Connect:**

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading. In our previous lesson, you each wrote a retell summary of the first quadrant of the book *Going Along with Lewis & Clark*.



## Teach:

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

...that good readers evaluate whether the author of a biography has made his/her story historically accurate.

We have been reading the biography of Sacagawea titled *Streams to the River, River to the Sea*, by Scott O'Dell. In that book he describes the Lewis and Clark expedition from the perspective of Sacagawea.

Scott O'Dell used *The Journals of Lewis and Clark*, edited by Bernard DeVoto, to help craft his story. However, Sacagawea is only mentioned some three dozen times in the journals. The entries about Sacagawea are brief and give little description of her appearance, her words, or her feelings. Yet, Scott O'Dell's story tells us how Sacagawea looked, what she thought, how she felt, and what she said. How accurate do you think he was in portraying her thoughts and emotions?

Today, you will be using more than one document to help you consider whether Scott O'Dell's story and depiction of Sacagawea are historically accurate.

## Model:

Please follow along with me as I read an excerpt of *Streams to the River, River to the Sea*, which can be found at the top of the handout titled “The Pact with Captain Clark.” This is the scene where Sacagawea learns about the pact between Captain Clark and Charbonneau.

(Read the excerpt aloud while students follow along.)

In this section of the text, we learn that Sacagawea, like her husband, has been hired as an interpreter. Her role will be to help the Corps acquire horses from the Shoshone.

Discuss: According to this source, how does Sacagawea feel about going with Lewis and Clark?

(Model adding this information to the handout.)

Open up the book *Going Along with Lewis & Clark* to page 9. What facts from page 9 of *Going Along with Lewis & Clark* match the scene from *Streams to the River, River to the Sea*?

(Model adding these facts to the handout.)

Discuss: According to this source, how does Sacagawea feel about going with Lewis and Clark?

(Model adding this information to the handout.)

Follow along as I read the excerpt from the Lewis and Clark journals, which is included on your handout. What facts from these journal entries match the scene from *Streams to the River, River to the Sea*?

(Model underlining these facts on the handout.)

Discuss: According to this source, how does Sacagawea feel about going with Lewis and Clark?

(Model adding this information to the handout.)

## Guided Practice—Work Time:

Each of you will continue to consider the historical accuracy of *Streams to the River, River to the Sea*. You will use the book *Going Along with Lewis & Clark* and excerpts from the Lewis and Clark journals to do this work.

You will each be reading and completing the handout titled “Jean Baptiste Charbonneau is Born” independently or with a partner. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference, and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their C. I. A. meeting date. Dismiss students for independent work. Conduct conferences with partnerships as necessary.)

## Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Do you think Scott O’Dell’s story is historically accurate? Why or why not?

## Link:

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

...I want you to evaluate whether authors of biography make their stories historically accurate by making details in the text consistent with historical facts.

## The Pact with Captain Clark

<i>Streams to the River, River to the Sea</i> p. 67
<p>Charbonneau told me about the pact with Captain Clark the day he was hired and we were moved into the fort. He showed me the paper the captain had written on.</p> <p>Even more wonderful was what Captain Clark said to Drewyer, who said to me, “The captain is hiring you just as much as your husband. He’s learned that you are a Shoshone. He knows that the Shoshone live in the mountains, where he needs to travel, and that they own many fine horses, which he needs to buy.”</p>
<b>How does Sacagawea feel about going with Lewis and Clark?</b>
<b>Facts from page 9 of <i>Going Along with Lewis &amp; Clark</i> that match Scott O’Dell’s story:</b>
<b>How does Sacagawea feel about going with Lewis and Clark?</b>
<b>Underline the facts from the journals of Lewis and Clark that match Scott O’Dell’s story.</b>
<p>4<sup>th</sup> November Sunday 1804— A Mr. Charbonneau came to see us. This man wished to hire as an interpreter.</p> <p>7<sup>th</sup> April 1805— Charbonneau and his Indian are to act as an interpreter and interpretest for the Snake Indians.</p>
<b>How does Sacagawea feel about going with Lewis and Clark?</b>

## Jean Baptiste Charbonneau is Born

<i>Streams to the River, River to the Sea</i> p. 69
<p>I heard Blue Sky say to someone in Minnetarree, “What is to be done? She is dying.”</p> <p>Dying? The word soothed my pain somehow. I lay quiet. I waited for my Guardian Spirit to speak. I waited for the voices of those who were no longer living, my mother, my friends in the land of the Shoshone. I felt very calm.</p> <p>Captain Clark spoke to Drewyer, who spoke to Blue Sky: “The Captain has something he would like to do. He has tried it before. Sometimes it works and sometimes it does not work.”</p> <p>“What is it?” Blue Sky said.</p> <p>“He has the rattle from a rattlesnake in his pocket and he wants to break up two of its rings. Make small pieces of them in a little water and make her swallow.”</p> <p>“Why not,” Blue Sky said. “She is dying.”</p> <p>The stuff had no taste, only a scratchy feeling as it went down, but it sent me to sleep. When I woke up it was daylight and the baby was being born.</p>
<b>How does Sacagawea feel while giving birth to her baby?</b>
<b>Facts from page 40 of <i>Going Along with Lewis &amp; Clark</i> that match Scott O’Dell’s story:</b>
<b>How does Sacagawea feel while giving birth to her baby?</b>

**Underline the facts from the journals of Lewis and Clark that match Scott O'Dell's story.**

*11<sup>th</sup> February Monday 1805—*

About five o'clock this evening one of the wives of Charbonneau [Sacagawea] was delivered a fine boy. It is worthy of a remark that this was the first child which this woman had born, and as is common in such cases, her labor was tedious and the pain violent. Mr. Jessome informed me that he had frequently administered a small portion of the rattle of the rattle-snake, which he assured me had never failed to produce the desired effect, that of hastening the birth of the child; having the rattle of the snake by me I gave it to him and he administered two rings of it to the woman broken in small pieces with the fingers and added a small quantity of water. Whether this medicine was truly the cause or not I shall not undertake to determine, but I was informed that she had not taken it more than ten minutes before she brought forth.

**How does Sacagawea feel while giving birth to her baby?**

## The Pact with Captain Clark

*Streams to the River, River to the Sea* p. 67

Charbonneau told me about the pact with Captain Clark the day he was hired and we were moved into the fort. He showed me the paper the captain had written on.

Even more wonderful was what Captain Clark said to Drewyer, who said to me, "The captain is hiring you just as much as your husband. He's learned that you are a Shoshone. He knows that the Shoshone live in the mountains, where he needs to travel, and that they own many fine horses, which he needs to buy."

**How does Sacagawea feel about going with Lewis and Clark?**

She feels wonderful.

Facts from page 9 of *Going Along with Lewis and Clark*  
that match Scott O'Dell's story:

Sacagawea translated the Shoshone language. She helped the Corps get horses and get other help in crossing the Rockies.

**How does Sacagawea feel about going with Lewis and Clark?**

The book does not tell how she felt.

Underline the facts from the Journals of Lewis and Clark  
that match Scott O'Dell's story.

*4<sup>th</sup> November Sunday 1804—*

A Mr. Charbonneau, came to see us. This man wished to hire as an interpreter.

*7<sup>th</sup> April 1805—*

Charbonneau and his Indian are to act as an interpreter and interpretess for the Snake Indians.

**How does Sacagawea feel about going with Lewis and Clark?**

The journals do not tell how she felt.

## Jean Baptiste Charbonneau is Born

*Streams to the River, River to the Sea* p. 69

I heard Blue Sky say to someone in Minnetarree, "What is to be done? She is dying."

Dying? The word soothed my pain somehow. I lay quiet. I waited for my Guardian Spirit to speak. I waited for the voices of those who were no longer living, my mother, my friends in the land of the Shoshone. I felt very calm.

Captain Clark spoke to Drewyer, who spoke to Blue Sky: "The Captain has something he would like to do. He has tried it before. Sometimes it works and sometimes it does not work."

"What is it?" Blue Sky said.

"He has the rattle from a rattlesnake in his pocket and he wants to break up two of its rings. Make small pieces of them in a little water and make her swallow."

"Why not," Blue Sky said. "She is dying."

The stuff had no taste, only a scratchy feeling as it went down, but it sent me to sleep. When I woke up it was daylight and the baby was being born.

**How does Sacagawea feel while giving birth to her baby?**

She feels very calm.

**Facts from page 40 of *Going Along with Lewis and Clark* that match Scott O'Dell's story:**

"On the trip, Lewis usually administered medicine to the people of the Corps. He and Clark also treated illness among Indian people."

**How does Sacagawea feel while giving birth to her baby?**

The book does not tell how she felt.



**Underline the facts from the Journals of Lewis and Clark  
that match Scott O'Dell's story.**

*11<sup>th</sup> February Monday 1805—*

About five o'clock this evening one of the wives of Charbonneau [Sacagawea] was delivered a fine boy. It is worthy of a remark that this was the first child, which this woman had born, and as is common in such cases, her labor was tedious and the pain violent. Mr. Jessome informed me that he had frequently administered a small portion of the rattle of the rattle-snake, which he assured me had never failed to produce the desired effect, that of hastening the birth of the child; having the rattle of the snake by me I gave it to him and he administered two rings of it to the woman broken in small pieces with the fingers and added a small quantity of water. Whether this medicine was truly the cause or not I shall not undertake to determine, but I was informed that she had not taken it more than ten minutes before she brought forth.

**How does Sacagawea feel while giving birth to her baby?**

The journals do not tell how she felt.

## DAYS 12–13, QUADRANT 1 BOOK CLUB MEETINGS

### Book Club Meeting 1

**In this book club meeting...**students will be responding to questions about the characters, setting, problems, and main events revealed in quadrant 1 of their book club book. Students will use the charts in their book club notebooks to aid their discussion. Students will also share their evaluation of Scott O'Dell's book *Streams to the River, River to the Sea*. Throughout the discussion, students should each share and respond to thinking.

**To prepare for this meeting...**print out some of the maps Lewis and Clark made. These maps can be found on the PBS website, [http://www.pbs.org/lewisandclark/archive/idx\\_map.html](http://www.pbs.org/lewisandclark/archive/idx_map.html)

#### Learning Targets:

Summarize the text (RI 2)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Prepare for collaboration with others (SL 1)

Express ideas and respond to others' ideas clearly and persuasively (SL 1)

Acquire and use key vocabulary (L 6)

#### Connect:

*We have been learning...*

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

## Teach:

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

...that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each

1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:

- I agree with you because...
- I disagree with you because...

## Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)



### *Going Along with Lewis & Clark*

*Open up to the character lists on pages 8 and 9 of your book club notebooks.*

Discuss: What qualities did Lewis and Clark have that made them worthy of being captains of the expedition?

*Open up to the problems list on page 11 of your book club notebooks.*

Discuss: What do you think is the most challenging problem that the Corps of Discovery faced? Why?

*Open up to the important events list on page 12 of your book club notebooks.*

Discuss: One of the important events was that Lewis and Clark took tools for navigating and mapping. I have printed off some of the maps that Lewis and Clark made, for you to look at. As you look at them, please share what you observe. Why was it so important for Lewis and Clark to map the region of the Louisiana Territory?

*Open up to the prediction stem on page 19 of your book club notebooks.*

Discuss: What do you predict will happen next in the story?



### *Kids Discover: Lewis & Clark*

Discuss: What important facts did you discover when you read the magazine *Kids Discover: Lewis & Clark*? How did these facts help you understand the Lewis and Clark expedition better?

## Time for questions:

Do any of you have any questions at this point in the book that you would like the group to answer or help you with?

(Allow time for students to ask their questions, if any. Encourage group members to respond to the questions. Step in to answer questions only when group members are unable to.)

## Share-out:

Now you are each going to have an opportunity to share whether you think the story *Streams to the River, River to the Sea* is consistent with historical facts. You can use the handouts titled “The Pact with Captain Clark” and “Jean Baptiste Charbonneau is Born” to help you.

Discuss: Is the story *Streams to the River, River to the Sea* consistent with historical facts? Why or why not?

Discuss: The factual accounts of the Lewis and Clark expedition, including the Lewis and Clark journals, do not tell about Sacagawea’s feelings. Do you think Scott O’Dell did a good job interpreting her feelings? Why or why not?

(Allow each student a chance to share his or her opinion. Ask a student to respond to another student before sharing his or her own thinking.)