

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

**Biography**  
*Streams to the River,*  
*River to the Sea*

**Sarah Collinge**  
with Bethany Robinson



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

This read-aloud 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* (available for purchase at [shop.readsidebyside.com](http://shop.readsidebyside.com)). 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 this 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 beginning this 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 needing a high level of background knowledge, students will also have to consider a variety of themes while reading this book. Therefore, considerable time will be spent discussing theme as students near the end of the second quadrant and continue reading quadrant 3.

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 relationships 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 getting started, you will want to 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:

- Reading and labeling a copy of the book *Streams to the River, River to the Sea*, to be used as the teacher's guide
- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Planning for social studies connections in your content-area literacy block
- Preparing for assessment

## Prepare Reader's Notebooks

Just as writers keep notebooks to record ideas for writing, readers keep notebooks to record thoughts while reading (Buckner, 2009). Rather than a showcase of work, the reader's notebook is a tool for comprehension. This tool will be essential throughout this unit of study and will help students organize their thinking about the text in order to better understand its meaning.

I like to use the traditional composition books for my students' reader's notebooks because they are durable, a nice size, and easy to make more personal. Students will use approximately 20 pages for each read-aloud book. I recommend using durable tabs to mark sections of 20 pages. If the tabs are put in ahead of time, students can enter work on more than one book at a time without worrying about running out of pages in any one section.

Students can personalize their reader's notebooks by adding clip art, magazine clippings, personal art work, and stickers to the front and back covers. Cover the decorations with clear packing tape for durability.

## Get Ready for Vocabulary Instruction

"Teacher read-aloud is one of the major opportunities for children to learn new word meanings" (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at [readsidebyside.com](http://readsidebyside.com).) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i>          If applicable:  <i>What is the root? (underline the root)</i>  <i>What does the root mean?</i>  <i>What is the prefix? (circle the prefix)</i>  <i>What does the prefix mean?</i>  <i>What is the suffix? (box the suffix)</i>  <i>What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page ____.</i>  <i>Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk:          What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i>  <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>          *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i>          *add accurate examples to the chart</p>
<p>6. Turn and talk:          What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word?</i>  <i>Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>          *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>



## *Streams to the River, River to the Sea* 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 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> The 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> 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> Students will need to have a great deal of background knowledge about the time period before, during, and after this story. Background knowledge should include:</p> <ul style="list-style-type: none"> <li>• Knowledge of the Revolutionary War</li> <li>• Understanding of the Louisiana Purchase</li> <li>• A visualization 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>
	READER TASK CONSIDERATIONS
	<p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

## *Streams to the River, River to the Sea* Scope and Sequence

**NOTE:** The lessons for this unit give page references for the Houghton Mifflin paperback edition of *Streams to the River, River to the Sea* published in 1986.

**Unit of Study:** *Streams to the River, River to the Sea*

**Genre:** Biography

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	<p><b>Vocabulary:</b> <i>uncharted</i></p> <p>Use sticky notes to mark each quadrant of the text.</p>	<p>Search for key story elements in the blurb.</p> <ul style="list-style-type: none"> <li>• Complete story elements handout together</li> <li>• Make a prediction</li> <li>• Infer genre</li> </ul>
2		<p><b>Vocabulary:</b> <i>impact</i></p> <p>Use the genre chart to help students understand what to expect from biography.</p>	
3	<p>Author's Notes pp. vii–viii</p> <p>“Map of Land Ownership 1802”</p>		<p>Identify the setting of the story.</p> <ul style="list-style-type: none"> <li>• Physical setting</li> </ul> <p>Use a map to organize important information.</p>
4	<p>Author's Notes pp. vii–viii</p> <p>Outside Texts: “The Louisiana Purchase” and “Timeline of the Louisiana Territory (1762–1804)”</p>		<p>Identify the setting of the story.</p> <ul style="list-style-type: none"> <li>• Historical setting</li> </ul> <p>Identify the historical context of the story.</p>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
5–6	Author’s Notes pp. vii–ix  Video: National Geographic’s <i>Lewis and Clark: Great Journey West</i> (2002)		Build background knowledge prior to reading.
7	Chapter 1 pp. 1–4  “Lewis and Clark Map”	*Complete this lesson after the read-aloud:  Notice how the author creates a mood by looking at key words in the text: <i>weary, nervous, quiet, silent.</i>	Determine the problems in the book.  Mark Sacagawea’s location on the map.
8	Chapter 2 pp. 5–8	Determine the important characters in the book. <ul style="list-style-type: none"> <li>Co-create a character list</li> </ul>	Show empathy toward the main character. <ul style="list-style-type: none"> <li>Continue to mark Sacagawea’s location on the map</li> </ul>
9	Chapter 3 pp. 9–13	<b>Vocabulary:</b> <i>captor</i>	Compare and contrast cultures. <ul style="list-style-type: none"> <li>Co-create a list that compares the Shoshone and Minnetaree tribes</li> </ul>
10		Contrast writing and share-out	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
11	Chapter 4 pp. 14–18	<b>Vocabulary:</b> <i>slave vs. princess</i>	Identify the important characters. <ul style="list-style-type: none"> <li>Continue to co-create a character list</li> </ul>
12	Chapters 4–5 pp. 18–22	<b>Vocabulary:</b> <i>fate vs. free will</i>	Make predictions based on what you know about the characters. <ul style="list-style-type: none"> <li>Continue to co-create a character list</li> </ul>
13	Chapter 5 pp. 22–24	<b>Vocabulary:</b> <i>pride</i>	Make predictions based on what you know about the characters. <ul style="list-style-type: none"> <li>Continue to co-create a character list</li> </ul>
14	Chapter 6 pp. 25–28	<b>Vocabulary:</b> <i>good fortune</i>	Identify the important events. <ul style="list-style-type: none"> <li>Co-create an important events list</li> </ul>
15	Chapter 6 pp. 28–30	<b>Vocabulary:</b> <i>talisman</i>	Infer character beliefs.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
16	Chapter 7 pp. 31–35	<b>Vocabulary:</b> <i>desolate</i>	Infer character feelings. <ul style="list-style-type: none"> <li>Continue to co-create an important events list</li> </ul>
17	Chapter 8 pp. 36–42	<b>Vocabulary:</b> <i>honorable</i>	Identify the problems in the story and use them to make predictions. <ul style="list-style-type: none"> <li>Co-create a problems list</li> </ul>
18	Chapter 9 pp. 43–49	<b>Vocabulary:</b> <i>omen</i>	Infer character feelings. <ul style="list-style-type: none"> <li>Continue to co-create a problems list</li> </ul>
19		Retell summary writing and share out	
20	Chapter 10 pp. 50–54	<b>Vocabulary:</b> <i>disharmony</i>	Identify a major problem and evaluate possible solutions to the problem.
21		Problem/solution/opinion writing and share-out	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
22	Chapters 11–12 pp. 55–61	<b>Vocabulary:</b> <i>burden</i>	Focus on making predictions based on text evidence.
23	Chapter 12 pp. 62–65	<b>Vocabulary:</b> <i>enemies vs. friends</i>	Focus on keeping track of important characters. <ul style="list-style-type: none"> <li>• Continue to co-create a character list</li> </ul>
24	Outside Text: “Caged Bird” by Maya Angelou		Identify author’s craft. <ul style="list-style-type: none"> <li>• Symbolism</li> </ul>
25	Chapter 13 pp. 66–71	<b>Vocabulary:</b> <i>pact</i>	Identify cause and effect relationships. <ul style="list-style-type: none"> <li>• Co-create a cause and effect chart</li> <li>• Continue to mark Sacagawea’s location on the map</li> </ul>
26	Chapter 14 pp. 72–75	<b>Vocabulary:</b> <i>motivation</i>	Infer character motives. <ul style="list-style-type: none"> <li>• Co-create a motivations chart</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
27	Chapter 14 pp. 75–80	<b>Vocabulary:</b> <i>valuable</i>	Infer character traits. <ul style="list-style-type: none"> <li>• Co-create a comparison chart</li> <li>• Continue to mark Sacagawea’s location on the map</li> </ul>
28	Outside Text: “Blue Beads”		Gather information from an outside text in order to support understanding.
29	Chapter 15 pp. 81–90	<b>Vocabulary:</b> <i>hardship</i>	Identify author’s craft. <ul style="list-style-type: none"> <li>• Symbolism</li> <li>• Co-create a list of hardships endured</li> <li>• Continue to mark Sacagawea’s location on the map</li> </ul>
30		Brainstorm lines of thinking and recall evidence to support each line of thinking.	
31	Chapter 16 pp. 91–99	<b>Vocabulary:</b> <i>curiosity</i>	Focus on brainstorming lines of thinking and revising lines of thinking. <ul style="list-style-type: none"> <li>• Continue to mark Sacagawea’s location on the map</li> </ul>
32	Chapter 17 pp. 100–107	<b>Vocabulary:</b> <i>silent</i>	Focus on brainstorming lines of thinking and revising lines of thinking. <ul style="list-style-type: none"> <li>• Continue to mark Sacagawea’s location on the map</li> </ul>
33		Choose a line of thinking and recall evidence from the text to support a line of thinking. <ul style="list-style-type: none"> <li>• Co-create an evidence collection box</li> </ul>	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
34	Chapter 18 pp. 108–114	<b>Vocabulary:</b> <i>endure</i>	Focus on important events. <ul style="list-style-type: none"> <li>• Continue to co-create a list of hardships endured</li> <li>• Continue to collect evidence to support a line of thinking</li> <li>• Continue to mark Sacagawea's location on the map</li> </ul>
35		Problem/solution/opinion writing and share-out	
36	Chapter 19 pp. 115–123	<b>Vocabulary:</b> <i>enslave vs. free</i>	Infer character feelings. <ul style="list-style-type: none"> <li>• Continue to collect evidence to support a line of thinking</li> <li>• Continue to mark Sacagawea's location on the map</li> </ul>
37	Chapter 20 pp. 124–132	<b>Vocabulary:</b> <i>sacred</i>	Infer character feelings. <ul style="list-style-type: none"> <li>• Continue to collect evidence to support a line of thinking</li> </ul>
38	Chapter 21 pp. 133–140		Identify the turning point. <ul style="list-style-type: none"> <li>• Continue to collect evidence to support a line of thinking</li> </ul>
39		Turning point writing and share-out	



DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
40	Chapters 22–23 pp. 141–154	<b>Vocabulary:</b> <i>warning</i>	Recognize the author’s use of foreshadowing and make predictions based on clues in the text. <ul style="list-style-type: none"> <li>Continue to mark Sacagawea’s location on the map</li> </ul>
41	Chapters 24–27 pp. 155–191		Read-In
42		Synthesis summary writing and share-out	
43	Outside Text: “What Happened to Sacagawea After the Journey?”		Gather information from an outside text in order to support understanding.  Evaluate more than one theory.  Support your own opinion with textual evidence.
44– 49		Formal Writing: Opinion Essay: Sacagawea is now a U.S. symbol of a woman’s independence. Rivers and mountain peaks have been given her name, statues have been erected in her memory, and her face shines on the U.S. dollar coin. Do you think Sacagawea is deserving of these honors?	

## ***Streams to the River, River to the Sea Stems List***

### **Day 1 – Blurb**

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

### **Day 2 – Genre**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

### **Day 3 – Setting (Map)**

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

### **Day 4 – Setting (Timeline)**

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

### **Days 5–6 – Build Background Knowledge**

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

### **Day 7 – Problems**

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

### **Day 7 – Mood**

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This makes me think \_\_\_\_\_.

### **Day 8 – Character List**

I think \_\_\_\_\_ is an important character/group of people because \_\_\_\_\_.

I think this character/group is \_\_\_\_\_ because \_\_\_\_\_.

### **Day 8 – Empathy**

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

### **Day 9 – Compare and Contrast Cultures**

I was thinking \_\_\_\_\_ and \_\_\_\_\_ are alike/different because \_\_\_\_\_.

This makes me think \_\_\_\_\_.

### **Day 11 – Character List**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 12 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

### **Day 13 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

### **Day 14 – Important Events**

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

This makes me think \_\_\_\_\_.

**Day 15 – Infer Character Beliefs**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ believes \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 16 – Infer Character Feelings**

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

**Day 17 – Problems**

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

**Day 18 – Infer Character Feelings**

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

**Day 20 – Evaluate Solutions**

When the book said \_\_\_\_\_, I was thinking this is a good/bad solution because \_\_\_\_\_. I predict \_\_\_\_\_.

**Day 22 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 23 – Character List**

I think \_\_\_\_\_ is an important character because \_\_\_\_\_. I think this character is \_\_\_\_\_ because \_\_\_\_\_.

**Day 24 – Author’s Craft: Symbolism**

When the poem said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 25 – Cause and Effect**

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 \_\_\_\_\_.

**Day 26 – Infer Character Motivations**

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

**Day 27 – Compare Character Traits**

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

**Day 28 – Outside Text**

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

**Day 29 – Author’s Craft: Symbolism**

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

**Day 30 – Lines of Thinking**

When the book said \_\_\_\_\_, I thought this was important. The author might be telling me that the theme of the book is \_\_\_\_\_.

**Day 31 – Lines of Thinking**

I think the author is telling me \_\_\_\_\_ when \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 32 – Lines of Thinking**

I think the author is telling me \_\_\_\_\_ when \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 33 – Evidence Collection Box**

I think the author is telling me that we have the freedom to make our own choices when \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

**Day 34 – Collect Evidence**

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

This helps me understand \_\_\_\_\_.

**Day 36 – Infer Character Feelings**

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

**Day 37 – Infer Character Feelings**

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

**Day 38 – Turning Point**

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

This makes me think \_\_\_\_\_.

**Day 40 – Use Foreshadowing to Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 41 – Read-In**

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

**Day 43 – Outside Text**

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

This detail is/is not supported by factual evidence because \_\_\_\_\_.

# C. I. A. Lesson Plans

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

**NOTE:** The lessons for this unit give page references for the Houghton Mifflin paperback edition published in 1986.

# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–19, Chapters 1–9

## DAY 1, BLURB

### Mini-Lesson

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

The base word ‘chart’ means *map*, and the prefix ‘un’ means *not*. The suffix ‘ed’ makes the word past tense.

### Instructional Read-Aloud

**In this blurb...**readers are introduced to Sacagawea, a Native American woman who joined Lewis and Clark on their journey across the West. The summary tells how Sacagawea guided the men and interpreted for them.

**In this lesson...**you will be modeling for students how you use clues in the blurb to help you get main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

#### 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)

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 preview a book before they read to help them form ideas about the text and to set a purpose for reading.

## Teach:

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

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter 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 are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

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

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Listen and follow along while I read the blurb.

**Read the entire blurb aloud.**

## Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to add these names to my handout. I will also add any important information I have learned about each of the characters.

**When the blurb said** Sacagawea saw the white men coming up the river, **I was thinking** she will be an important character in this book. I think she is a Native American girl. **This helps me understand** that the book will be about two cultures coming together—Native American and white.

Let's record Sacagawea on the handout as the main character in our story.

(Model adding to the handout.)

## Guided Practice:

Who are the other important characters?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new characters to the handout.)



## Model:

Now let's think about what information we found in the blurb about the setting.

**When the blurb said** Sacagawea helped them travel through the “uncharted West,” **I was thinking** the story takes place a long time ago, before white people had come to the western United States. **This helps me understand** that the book will probably be an adventure.

(Model adding this information to the handout.)

## Guided Practice:

Did you learn any other important details about the setting?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new setting details to the handout.)

## Guided Practice:

We can also use the blurb and the cover to identify the problem in the story.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding the problem to the handout.)

## Guided Practice:

Good readers not only gather key information about the character, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Write a prediction you can make about the story on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

## Stretch It:

Based on clues in the blurb, what genre do you think this book is, and why?

**Link:**

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

...I want you to think about the story elements before you start reading the first chapter, 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.

## Notebook Entry #1: Finding Story Elements in the Blurb

### Blurb (Houghton Mifflin, 1986)

The big boat that Jessaume had told us about was within sight. As we watched, it slowly took shape and came out of the river mist. It looked like a great floating bird, with its sails spread out like silver wings.

When young Sacagawea first lays eyes on the white men coming up the river, she cannot imagine the impact they will have on her life—and she on theirs. For the men coming up the river are about to make history, and she is going to help them.

Sacagawea joined the Lewis and Clark team as an interpreter and guide. Her knowledge of the language, land, and people of the uncharted West made her an integral part of their success. In a brilliant novel, the award-winning author Scott O'Dell brings her story to life, giving us a breathtaking account of this young heroine's role in an American saga.

**Characters:**

**Setting (place):**

**Setting (time):**

**Problem:**

**Prediction:**

## DAY 1, MARK EACH QUADRANT OF THE TEXT

### Mini-Lesson

**In this lesson...** you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read.

#### **Learning Target:**

Analyze the structure of texts (RI 5)

- how larger portions of the text relate to each other and the whole

#### **Connect:**

*We have been learning...*

...that good readers get ready to read a book by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

#### **Teach:**

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

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

## **Model:**

First, open up your book to the last page. There are 191 pages in our book, *Streams to the River, River to the Sea*. If we take that number and divide it by 4, we get 47. We are going to divide our book into four quadrants that are each roughly 47 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 49, at the end of chapter 9. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 90. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 140. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

## **Link:**

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

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

## Mini-Lesson

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

The Latin root ‘pact’ means *peace*. The prefix ‘im’ means *in, into, inside, or not*.

## Mini-Lesson

**In this lesson...**you will be activating students’ background knowledge about the genre biography. For this lesson, I suggest that you either transfer the sample genre chart for biography onto chart paper or purchase a set of genre posters from [shop.readsidebyside.com](http://shop.readsidebyside.com). Post the biography genre chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

### Learning Targets:

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (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 think about story elements before they read by looking carefully at the cover of a book and reading the blurb.

## Teach:

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

...that good readers also use what they know about the genre of a book to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to review the genre biography, which is the genre of *Streams to the River, River to the Sea*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Streams to the River, River to the Sea*.

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

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading biography, you can expect the setting to be a real place that exists or existed in the past. You can also expect the story to begin in the past.

**When the chart said** that a biography begins in the past, **I made a prediction**. **I think** this book will take place in the 1800s, **because** that was the time period of the Lewis and Clark expedition.

## Guided Practice:

When reading biography, you can expect the author to tell about the life of a person he or she believes to be important. The people in the book are real and may include family members, people of influence, and groups of people.

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Guided Practice:

When reading biography, you can expect the plot of the story to be centered on one person's life and his or her accomplishments. The story is told chronologically, typically from birth to present or death.

What can you predict about the plot of *Streams to the River, River to the Sea*?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Guided Practice:

When reading biography, the most important elements to focus on are the main character and the setting. You can expect to think about how circumstances have shaped the main character's life.

What can you predict you will think about while reading the book *Streams to the River, River to the Sea*?

Turn and talk using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Link:

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

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

## Narrative Nonfiction: Biography/Autobiography

<b>Setting</b>	A real place that exists or existed in the past. The story begins in the past.
<b>Characters</b>	A biography tells about the life of a person the author believes to be important. An autobiography tells the story of the author's life. The people are real and may include family members, people of influence, and groups of people.
<b>Plot</b>	The story tells about a person's life and accomplishments. The story is told chronologically, typically from birth to present or death.
<b>Most important story elements</b>	Character Setting
<b>What readers will think about</b>	What is the significance of this person's life? How has this person overcome challenges? How have circumstances shaped this person's life?



## Instructional Read-Aloud

**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 will 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 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

Integrate diverse media (RI 7)

- Map

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 the 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 something about the political situation of 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 that one 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.

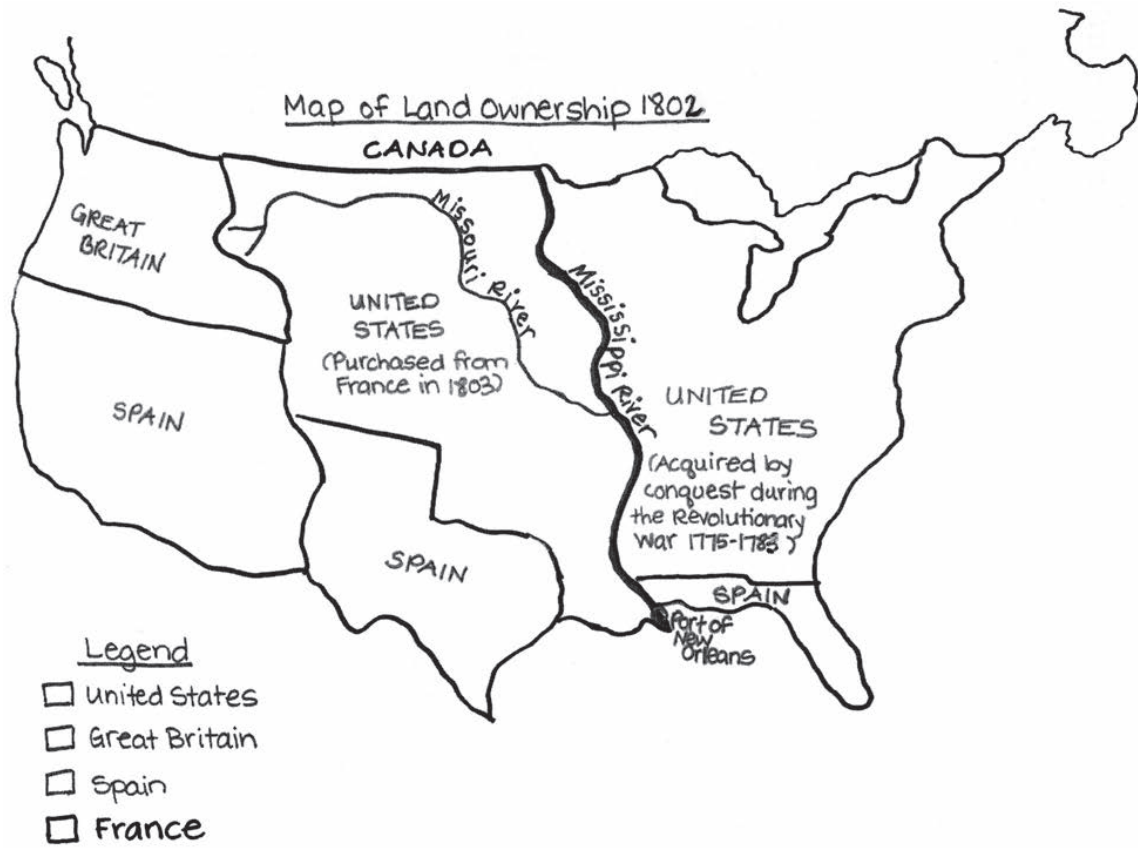
(Model outlining and coloring the United States blue to show its independence from England.)

## 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 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 will be modeling how readers focus on important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic before reading. You will be modeling how to use an outside text and timeline to help you visualize the time period in which the story takes place.

Prior to teaching this lesson, you will want to photocopy the outside text “The Louisiana Purchase,” and the timeline “Timeline of the Louisiana Territory (1762–1804),” for all students. Students can glue or tape the timeline into their reader’s notebooks for easy reference.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Show understanding of important story elements (RI 3)

- Setting
- Plot—problem

Understand text structure (RI 5)

Integrate diverse media (RI 7)

- Timeline

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 identify important information in the author's notes and use that information to help them build background knowledge about a topic prior to reading the story.

## Teach:

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

...that, before reading the first chapter, good readers gather important information from the author's notes and additional resources. Good readers use a variety of resources to help them build background knowledge about the time period in which the story takes place.

Watch me as I model how I recognize important information the author wants me to know about the time period.

Notice how I use other resources to help me gain more understanding about the time period.

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

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



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

## Model:



**Stop after:** "Imagine a country that vast!" (p. viii)

**When the book said** that whoever owned Louisiana could control ships on the Mississippi, **I was thinking this was important because** it tells me one of the problems that Thomas Jefferson faced. This helps me understand how important it was to buy the Louisiana Territory.

The Louisiana Purchase is so important to our story that we are going to explore this event and time period even more through the use of an outside text and a timeline of important events.

Please take out the outside text I copied for you, titled "The Louisiana Purchase," and also open your reader's notebooks to the timeline titled "Timeline of the Louisiana Territory (1762–1804)," which you taped into your notebooks earlier.

Watch me as I model how I think about what is important in these two documents.

Notice how I use these two documents to help me understand the time period of our story.



**Begin reading "The Louisiana Purchase."**

## Model:



**Stop after:** “The Treaty of Paris marked the end of the Revolution and officially established the former British colonies as states of the United States of America.” (paragraph 3)

**When the article said** that Spain owned much of North America, **I was thinking this was important because** it tells me that most of the land we now think of as the United States was actually owned by Spain even after the American Revolution. This makes me think that the United States was a small country when our story begins.

## Guided Practice:



**Stop after:** “In 1795, Spain signed the Treaty of San Lorenzo, which gave the U.S. rights to use the Mississippi and the Port of New Orleans for trade.” (paragraph 4)

What did you think was important here?

Turn and talk to your partners using this stem:

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

## Guided Practice:



**Stop after:** “This would have devastating consequences for the American frontiersmen then living in Kentucky, Tennessee, and throughout the greater frontier.” (paragraph 5)

What did you think was important here?

Turn and talk to your partners using this stem:

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

## Guided Practice:



**Stop after:** “Eventually, this land deal added thirteen new states to the union and enabled the United States to avoid a possible war with France.” (paragraph 7)

What did you think was important here?

Turn and talk to your partners using this stem:

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

## Stretch It:

Now let’s take a look at our timeline. Retell the events of the article we just read to your partners, using the events on the timeline to guide you.



**Link:**

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

...I want you to think about the time in which the story takes place and use outside sources if necessary to help you build your background knowledge about the time period.

## The Louisiana Purchase

Sarah Collinge

In **1492**, Christopher Columbus, representing Spain, sailed across the Atlantic Ocean in search of a water route to China. Thirty-six days later, Columbus and his crew discovered what is now the Bahamas. His discovery opened up the Americas to colonization.

By **1763**, Spain owned much of North America, including Florida and the land west of the Mississippi River. Great Britain owned the land east of the Mississippi River, and much of Canada. The original thirteen colonies were established and flourished fairly independently.

In **1764**, Great Britain started imposing taxes on the colonists to pay for the French and Indian War. Disagreements regarding taxation led to the American Revolution, which took place between **1775** and **1783**. The Treaty of Paris marked the end of the Revolution and officially established the former British colonies as states of the United States of America.

After the Revolutionary War, the colonists began moving further west into what was known as the frontier. At that time, there were no railroads or ways to transport goods quickly across land. Frontiersmen needed to be able to use the Mississippi River to transport goods to the Port of New Orleans, where those goods could then be placed on ships and sent to the eastern states or to foreign countries for trade. At the time, the Port of New Orleans was owned by Spain. In **1795**, Spain signed the Treaty of San Lorenzo, which gave the U.S. rights to use the Mississippi and the Port of New Orleans for trade.

In **1801**, Thomas Jefferson was elected the third president of the newly independent United States. A year later, in **1802**, Spain gave over the Louisiana Territory to France. Immediately upon possessing this land, France closed the Port of New Orleans to American trade. This would have devastating consequences for the American frontiersmen then living in Kentucky, Tennessee, and throughout the greater frontier.

The loss of the port created tension and unrest among the American people. Thomas Jefferson came up with a plan. In **1803**, he asked Robert R. Livingston to attempt to purchase the Port of New Orleans from France. To Jefferson's surprise, France offered to sell the United States the entire territory of Louisiana for the price of \$15 million.

The Louisiana Purchase has since been referred to as the greatest real estate deal in history. It more than doubled the size of the United States, and the Louisiana territory proved to be a highly valuable resource of minerals, land, forests, and wildlife. The Louisiana Purchase was both an economic and political victory for the United States. Eventually, this land deal added thirteen new states to the union and enabled the United States to avoid a possible war with France.

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## **Timeline of the Louisiana Territory (1762–1804)**

**1762–1802** – Spain Owns the Louisiana Territory

**1775** – Revolutionary War Between Great Britain and the Colonies Begins

**1776** – Declaration of Independence

**1783** – Treaty of Paris—Revolutionary War Ends

**1789** – George Washington Elected President of the United States

**1792** – Kentucky Becomes a State

**1795** – Tennessee Becomes a State, Treaty of San Lorenzo (Spain gives the United States access to the Mississippi River and the Port of New Orleans for trade.), John Adams Elected President of the United States

**1801** – Thomas Jefferson Elected President of the United States

**1802** – Spain Gives Over Louisiana to France, Port of New Orleans Closes to the U.S.

**1803** – France Sells Louisiana to the United States, Ohio Becomes a State.

**1804** – Lewis and Clark Expedition Begins