

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Westward Expansion*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about Westward Expansion. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Westward Expansion is a ten lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the 10 lessons requires students to complete vocabulary cards, read about a Westward Expansion topic, and complete a Reading comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, thought provoking discussion questions about famous people in history, primary and secondary source activities, scale mapping activities, writing and research activities utilizing graphic organizers that include Venn diagrams and K•W•L•H charts, using research to create games, and journaling about the animals of the Pacific Northwest are the types of activities that will guide students through their journey of *Westward Expansion*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Westward Expansion*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 132-138.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 125-131 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words seven times throughout their study of *Westward Expansion*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.



CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based unit, *Westward Expansion* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Westward Expansion*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Alignment to the 3rd-5th Grade Common Core Standards is clearly noted in the Lesson Plans. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

THE COPYRIGHT

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TABLE OF CONTENTS



WESTWARD EXPANSION

VOCABULARY CARDS	1
LESSON ONE: THE NEW WORLD	2
THE NEW WORLD READING COMPREHENSION.....	5
PRIMARY AND SECONDARY SOURCES: CONSIDER THE SOURCE.....	6
VOCABULARY QUIZ PART I.....	7
LESSON TWO: THE LOUISIANA PURCHASE	9
THE LOUISIANA PURCHASE READING COMPREHENSION.....	13
LEWIS AND CLARK K•W•L•H CHART PART I.....	14
VOCABULARY QUIZ PART II.....	17
LESSON THREE: THE LEWIS AND CLARK EXPEDITION	19
THE LEWIS AND CLARK EXPEDITION READING COMPREHENSION.....	24
FAMOUS PEOPLE: ZEBULON MONTGOMERY PIKE.....	25
LEWIS AND CLARK K•W•L•H CHART PARTS II-IV.....	29
VOCABULARY QUIZ PART III.....	31
LESSON FOUR: THE SANTA FE TRAIL	33
THE SANTA FE TRAIL READING COMPREHENSION.....	35
FAMOUS PEOPLE: DANIEL BOONE.....	36
LESSON FIVE: THE PACIFIC NORTHWEST	39
THE PACIFIC NORTHWEST READING COMPREHENSION.....	43
FAMOUS PEOPLE: THE MAKAH.....	44
FAMOUS PEOPLE: ROBERT GRAY.....	46
PACIFIC NORTHWEST EXPERT’S JOURNAL.....	48
VOCABULARY QUIZ PART IV.....	69
LESSON SIX: THE TEXAS REVOLUTION	71
THE TEXAS REVOLUTION READING COMPREHENSION.....	75
FAMOUS PEOPLE: ANDREW JACKSON.....	76
VOCABULARY QUIZ PART V.....	79

TABLE OF CONTENTS



WESTWARD EXPANSION (CONTINUED)

LESSON SEVEN: THE OREGON TRAIL.....	81
THE OREGON TRAIL READING COMPREHENSION.....	85
FAMOUS PEOPLE: GEORGE WASHINGTON BUSH.....	86
LESSON EIGHT: THE MEXICAN WAR.....	89
THE MEXICAN WAR READING COMPREHENSION.....	91
FAMOUS PEOPLE: JOHN C. FRÉMONT AND KIT CARSON.....	92
MAKING A VENN DIAGRAM.....	94
COMPARE AND CONTRAST PARAGRAPH.....	96
VOCABULARY QUIZ PART VI.....	97
LESSON NINE: THE GOLD RUSH.....	99
THE GOLD RUSH READING COMPREHENSION.....	104
FAMOUS PEOPLE: GEORGE CUSTER AND SITTING BULL.....	105
FIND THE FIB.....	108
LESSON TEN: WESTWARD TRANSPORTATION.....	111
WESTWARD TRANSPORTATION READING COMPREHENSION.....	117
MAKING A SCALE MAP: THE PONY EXPRESS.....	118
VOCABULARY QUIZ PART VII.....	123
GLOSSARY.....	125
ANSWER PAGES.....	132
BIBLIOGRAPHY.....	139



LESSONS AT A GLANCE



1. Before reading *The New World*, students will:
 - complete Vocabulary Cards for *allies, autobiography, biographies, boundaries, coast, colonists, debt, defeated, disputed, England, European, expansion, Great Britain, Great Lakes, independence, island, kidnapped, military, missions, mother country, New World, profit, Revolutionary War, surrendered, treaty.* (pg. 1)

After reading *The New World* (pps. 2-4), students will:

- answer *The New World* Reading Comprehension Questions. (pg. 5)
- differentiate between primary and secondary sources. (pg. 6)
- take a Vocabulary Quiz for *Westward Expansion* Part I. (pps. 7-8)

THE NEW WORLD LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.6, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.L.4A, CC.L.4c, CC.L.6

2. Before reading *The Louisiana Purchase*, students will:
 - complete Vocabulary Cards for *advised, capital, Caribbean, citizens, Congress, Constitution, contributions, elected, empire, expedition, exported, federal, mansion, navigate, negotiate, plantations, port, ratify, retreat, rumors, surplus, transport, variety.* (pg. 1)

After reading *The Louisiana Purchase* (pps. 9-12), students will:

- answer *The Louisiana Purchase* Reading Comprehension Questions. (pg. 13)
- complete Lewis and Clark K•W•L•H Chart Part I. (pps. 14-16)
- take a Vocabulary Quiz for *Westward Expansion* Part II. (pps. 17-18)

THE LOUISIANA PURCHASE LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.6, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.7, CC.W.8, CC.L.4A, CC.L.4c, CC.L.6

LESSONS AT A GLANCE



3. Before reading *The Lewis and Clark Expedition*, students will:

- complete Vocabulary Cards for *appendix, astronomer, border, botanist, captive, convince, culture, currents, escorted, frontier, governor, headwaters, historians, hostile, interpreter, keelboat, prairie, priests, regiment, siblings, surveyor, tomahawks, tuberculosis*. (pg. 1)

After reading *The Lewis and Clark Expedition* (pps. 19-23), students will:

- answer *The Lewis and Clark Expedition Reading Comprehension Questions*. (pg. 24)
- read about Zebulon Pike and answer thought provoking discussion questions. (pps. 25-28)
- complete *Lewis and Clark K•W•L•H Chart Parts II-IV*. (pps. 29-30)
- take a *Vocabulary Quiz for Westward Expansion Part III*. (pps. 31-32)

THE LEWIS AND CLARK LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.6, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.1A, CC.W.1B, CC.W.2A, CC.W.2B, CC.W.2C, CC.W.2D, CC.W.2E, CC.W.4, CC.W.5, CC.W.7, CC.W.8, CC.W.9B, CC.W.10, CC.L.4A, CC.L.4C, CC.L.6

4. Before reading *The Santa Fe Trail*, students will:

- complete Vocabulary Cards for *addicted, centuries, ceremonies, companions, competition, fertile, Great Plains, illegally, immigrated, infectious, North America, Pacific Northwest, pelts, pioneers, pursuit, Quakers, small pox, tortured, typhoid fever*. (pg. 1)

After reading *The Santa Fe Trail* (pps. 33-34), students will:

- answer *The Santa Fe Trail Reading Comprehension Questions*. (pg. 35)
- read about Daniel Boone and answer thought provoking discussion questions. (pps. 36-38)

THE SANTA FE TRAIL LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.1A, CC.W.1B, CC.W.9B, CC.L.4A, CC.L.4C, CC.L.6

LESSONS AT A GLANCE



5. Before reading *The Pacific Northwest*, students will:

- complete Vocabulary Cards for *ammunition, annual, artifacts, Asia, baleen, barbed, canine, circumvent, climate, conflict, Continental Army, defend, descendants, estuary, fasted, generosity, harbor, harpoon, headquarters, herbivores, hostile, inactive, influence, inhabited, mammals, mountainous, omnivores, peninsula, poverty, predators, preserved, prey, province, recognition, recreation, resources, respect, retiring, ritual, rodents, sand bars, sculptures, shallow, species, talons, tension, tides, voyage, waterfowl.* (pg. 1)

After reading *The Pacific Northwest* (pps. 39-42), students will:

- answer *The Pacific Northwest Reading Comprehension Questions.* (pg. 43)
- read about the Makah and answer thought provoking discussion questions. (pps. 44-45)
- read about Robert Gray and answer thought provoking discussion questions. (pps. 46-48)
- create a Pacific Northwest Expert's Journal about the area's mammals and birds. (pps. 49-68)
- take a Vocabulary Quiz for Westward Expansion Part IV. (pps. 69-70)

THE PACIFIC NORTHWEST LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:
CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.1A, CC.W.1B, CC.W.7, CC.W.8, CC.W.9B, CC.L.4A, CC.L.4C, CC.L.6

6. Before reading *The Texas Revolution*, students will:

- complete Vocabulary Cards for *adobe, adopted, appointed, attorney general, Catholic, chronic, commander, convention, delegate, enforced, execution, financial, harsh, interfere, invaded, loyal, outnumbered, outraged, plantation, promoted, raids, rebelled, republic, resigned, Supreme Court.* (pg. 1)

After reading *The Texas Revolution* (pps. 71-74), students will:

- answer *The Texas Revolution Reading Comprehension Questions.* (pg. 75)
- read about Andrew Jackson and answer thought provoking discussion questions. (pps. 76-78)
- take a Vocabulary Quiz for Westward Expansion Part V. (pps. 79-80)

THE TEXAS REVOLUTION LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:
CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.1A, CC.W.1B, CC.W.9B, CC.L.4A, CC.L.4C, CC.L.6

LESSONS AT A GLANCE



7. Before reading *The Oregon Trail*, students will:
- complete Vocabulary Cards for *acquired, Continental Divide, Christianity, devoted, discrimination, epidemic, exclusion, founded, gristmill, legislature, merchant, missionaries, Mormon, reservation, sawmill, servants, Sierra Nevada, veteran*. (pg. 1)

After reading *The Oregon Trail* (pps. 81-84), students will:

- answer *The Oregon Trail Reading Comprehension Questions*. (pg. 85)
- read about George Washington Bush and answer thought provoking discussion questions. (pps. 86-88)

THE OREGON TRAIL LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.1A, CC.W.1B, CC.W.9B, CC.L.4A, CC.L.4C, CC.L.6

8. Before reading *The Mexican War*, students will:
- complete Vocabulary Cards for *basin, Civil War, contrast, estate, formation, inland, repossessed, senator, superior, Union Army*. (pg. 1)

After reading *The Mexican War* (pps. 89-90), students will:

- answer *The Mexican War Reading Comprehension Questions*. (pg. 91)
- read about John C. Frémont and Kit Carson and create a Venn Diagram comparing and contrasting the two pathfinders. (pps. 92-95)
- write a paragraph comparing and contrasting Frémont and Carson. (pg. 96)
- take a Vocabulary Quiz for Western Expansion Part VI. (pps. 97-98)

THE MEXICAN WAR LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.5, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4C, CC.W.2A, CC.W.2B, CC.W.2C, CC.W.2D, CC.W.2E, CC.W.4, CC.W.5, CC.W.7, CC.W.8, CC.W.9B, CC.W.10, CC.L.4A, CC.L.4C, CC.L.6

LESSONS AT A GLANCE



9. Before reading *The Gold Rush*, students will:

- complete Vocabulary Cards for *admired, blacksmith, carpenter, Confederate Army, construction, customs, donation, former, prospectors, sacred, shafts, threatened, tributaries*. (pg. 1)

After reading *The Gold Rush* (pps. 99-103), students will:

- answer *The Gold Rush* Reading Comprehension Questions. (pg. 104)
- read about George Custer and Sitting Bull and create the game *Find the Fib*. (pps. 105-110)

Note: You will need to make four copies of page 109 or 110 for students.

THE GOLD RUSH LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4c, CC.W.7, CC.W.8, CC.L.4A, CC.L.4c, CC.L.6

10. Before reading *Westward Transportation*, students will:

- complete Vocabulary Cards for *gliders, granite, inventor, manufactured, monument, public transportation, quarry, steamboat, telegraph, transcontinental, vessel*. (pg. 1)

After reading *Westward Transportation* (pps. 111-116), students will:

- answer *Westward Transportation* Reading Comprehension Questions. (pg. 117)
- use a scale ruler to measure the distance traveled by the Pony Express. (pps. 118-121)
- construct a Pony Express map showing the famous route. (pg. 122)
- take a Vocabulary Quiz for *Western Expansion Part VII*. (pps. 123-124)

THE GOLD RUSH LESSON IS ALIGNED WITH THESE 3RD-5TH GRADE CORE STANDARDS:

CC.RI.1, CC.RI.2, CC.RI.3, CC.RI.4, CC.RI.7, CC.RI.10, CC.RF.3A, CC.RF.4A, CC.RF.4c, CC.L.4A, CC.L.4c, CC.L.6

VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____





THE NEW WORLD



The United States is a large area of land divided into 50 states. You probably know that a little more than 200 years ago, the United States contained just 13 states crowded along the Atlantic Coast. Have you ever wondered how and when the 37 other states were added? Studying about the history of the United States and Westward Expansion will help you answer this and many other questions.

ENGLISH COLONIES

In 1585, English colonists from the Island of Great Britain sailed across the Atlantic Ocean and claimed land in what they called the **New World**. Although the first two colonies failed, **England** made plans to try again. Less than 150 years later, England had successfully established 13 colonies along the Atlantic Coast of America.

FRENCH AND SPANISH COLONIES

Of course, England wasn't the only country claiming land in the New World. By the time England's 13 colonies were established, France had claimed Canada, the Mississippi River Valley, and most of the land in the **Great Lakes** region.

Spain had taken control of Florida and most of the land west of the Mississippi River.

SPANISH MISSIONS

Each country built permanent settlements guarded by soldiers for protection. West of the Mississippi River, Spain built **missions**. Spanish soldiers **kidnapped** Native Americans and forced them to live and work at the missions. The Spanish government hoped that a trained army of Native American soldiers would help if Spain was ever attacked by another country.



THE NEW WORLD

Directions: Read each question carefully. Darken the circle for the correct answer.

- How many states are in the United States?
A 52
B 13
C 50
D 37
- What can you learn by studying the map of English, French, and Spanish colonies?
F The English colonies were south of the Gulf of Mexico.
G The Spanish colonies were south of the French colonies.
H There were no colonies west of the Atlantic Ocean.
J The French colonies were east of the English colonies.
- Which country built missions for protection and kidnapped Native Americans?
A Spain
B England
C Great Britain
D France
- After reading about beaver furs, you get the idea that –
F Spain controlled most of the beaver hunting territories
G Native Americans were not interested in participating in the fur trade
H beaver furs were very popular in France and England
J very little money was made trapping and trading beaver furs
- The French and Indian War was fought for –
A control over the beaver hunting territories
B control of the Spanish missions
C control of the Mississippi River
D control over Great Britain's soldiers
- According to the French and Indian War map, which country took control of Florida after the war?
F Spain
G Great Britain
H France
J The United States
- Which country took control of Florida after the Revolutionary War?
A Spain
B Great Britain
C France
D The United States

Answers		READING	
1	A B C D	5	A B C D
2	F G H J	6	F G H J
3	A B C D	7	A B C D
4	F G H J		

Name _____

Name _____



consider the source

Think about the ways we learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. Primary sources are recorded by people who were there at the time. If you have ever read a diary or an **autobiography**, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are primary sources. Letters, interviews, photographs, maps, bones, and pieces of pottery are other examples of primary sources because they give us "first-hand" knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 2005 about the first missionaries in Arizona is a secondary source because the author didn't interview any of the missionaries and can't give any "first-hand" knowledge of their experiences. Movies, **biographies**, newspaper stories, and encyclopedias are other examples of secondary sources because they give us "second-hand" knowledge of events that took place in history.



You have just finished reading about the New World and the countries who once claimed parts of the present-day United States.

In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a "P" next to the primary sources and an "S" next to the secondary sources.

- _____ A bottle of water scooped from one of the five Great Lakes in 1761.
- _____ A model of a Spanish mission built by a student in your class.
- _____ Your great great grandfather's hat made of beaver fur.
- _____ An encyclopedia article about the French and Indian War.
- _____ The diary of an English colonist describing his part in the Revolutionary War.
- _____ The original signatures on the Declaration of Independence.
- _____ A photograph of a British soldier taken in 1776.

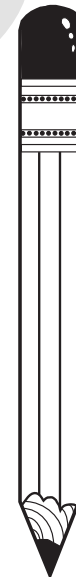
VOCABULARY QUIZ

WESTWARD EXPANSION

PART I

DIRECTIONS: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- | | |
|-----------------------------|---|
| 1. _____ treaty | A. money that is owed to someone else. |
| 2. _____ allies | B. types of churches. |
| 3. _____ boundaries | C. a person who comes from the continent of Europe, the sixth smallest of Earth's seven continents. |
| 4. _____ surrendered | D. a formal agreement. |
| 5. _____ autobiography | E. took someone without permission. |
| 6. _____ missions | F. a term used to describe the original homeland of the English colonists. |
| 7. _____ biographies | G. groups of people who come together to help one another in times of trouble. |
| 8. _____ profit | H. not under the control or rule of someone else. |
| 9. _____ Great Lakes | I. a term once used to describe the continents of North America and South America. |
| 10. _____ coast | J. won victory over. |
| 11. _____ New World | K. the process of growing larger. |
| 12. _____ colonists | L. area of land that is completely surrounded by water. |
| 13. _____ mother country | M. the story of your life written by you. |
| 14. _____ debt | |
| 15. _____ Revolutionary War | |



THE LEWIS AND CLARK EXPEDITION

In 1802, almost a full year before the United States purchased the Louisiana Territory, President Thomas Jefferson made plans to explore the unknown land west of the United States. He had heard that the British in Canada had a profitable fur trading business with the Native Americans along the northern border of the United States and into the West.

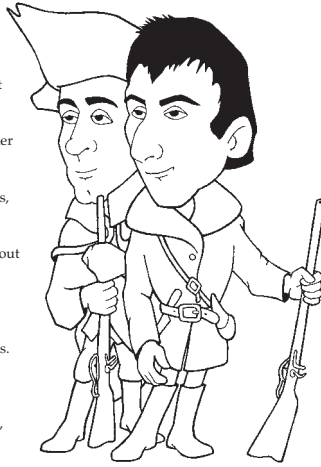
President Jefferson asked Congress to approve an expedition to explore, trade with the Native Americans, and make maps of the area. The president told Congress that he needed \$2,500 and a small group of men for the journey.

United States Army officers Meriwether Lewis and William Clark were chosen to lead the expedition. They were expected to bring back information about the land, plants, animals, and the Native Americans. More importantly, President Jefferson hoped that Lewis and Clark would return with news about a water route that connected the Mississippi River to the Pacific Ocean.

PREPARING FOR THE JOURNEY

The journey West would be dangerous. The expedition would pass through Spanish territory with thousands of hostile Native Americans.

During the year before the expedition, Lewis and Clark traveled to present-day West Virginia to purchase rifles, knives, tomahawks, and other weapons from West Virginia's military stores. They also traveled to Philadelphia to buy medicine, tents, tools, kettles, tobacco, gunpowder, and gifts for the Native Americans they planned to meet along their journey. In addition, Meriwether Lewis spent time with an astronomer, a botanist, a surveyor, and a doctor. The team needed to be completely prepared for everything they might see during the expedition.

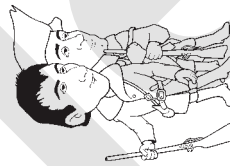


LEWIS AND CLARK

Name _____

K-W-L-H CHART

LEWIS AND CLARK



You will soon read about the Lewis and Clark Expedition, a two-year journey that took Meriwether Lewis and William Clark west from Missouri to the Pacific Ocean. In this activity, you will use primary and secondary sources to research the Lewis and Clark Expedition. You will use the charts on the next two pages to record your information.

Before beginning your research, answer the two questions below.

1 Based on what you know about the Lewis and Clark Expedition right now, what is the most important thing you think people should know about the Lewis and Clark Expedition?

2 Do you think that doing research will change what you think about the Lewis and Clark Expedition? Explain the reason for your answer.

1. Use the "What I Know" column of the charts on the next two pages to list facts that you already know about the Lewis and Clark Expedition.

2. Use the "What I Want to Know" column of the charts to list five questions that you have about the Lewis and Clark Expedition. STOP! You will fill in the rest of the chart later.

PART I DIRECTIONS:

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED	HOW I FOUND OUT	P/S

PART IV DIRECTIONS:

Use your finished Lewis and Clark K•W•L•H Chart to write a four or five sentence rough draft paragraph about Lewis and Clark on the back of this paper. Your paragraph should include the information from the "What I Learned" section of your K•W•L•H Chart.

Start your paragraph with a Topic Sentence and don't forget to end it with a good Closing Sentence.

Have your paragraph edited before neatly writing your final draft in the space below. Attach separate paper if you need more room.



THE PACIFIC NORTHWEST

The Pacific Northwest includes the present-day states of Washington, Idaho, Oregon, Montana, and the Canadian province of British Columbia. The land in the Pacific Northwest was first inhabited by Native Americans.

Tribes that lived west of the Cascade Mountains built large villages with permanent homes made of cedar boards. They fished for salmon in the rivers and streams, hunted whales in the Pacific Ocean, and took time for recreation and celebrations.

An endless supply of food, plenty of natural resources, and a mild climate gave Native Americans living west of the Cascade Mountains a very comfortable life.

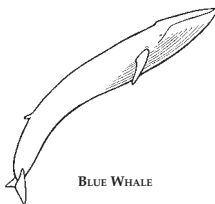
Life was very different east of the Cascade Mountains. The summers were hotter and the winters were colder. There were very few trees and food was difficult to find. Temporary homes were built partly below ground for protection from the heat and cold. Most of the Native Americans' time was spent searching for food.

During the summer, trips were made to gather roots, berries, seeds, and other wild plants. In the fall, men left their homes to hunt for deer, rabbits, mountain goats, elk, and birds. Life was very difficult for Native Americans east of the Cascade Mountains.

THE NORTHWEST PASSAGE

The first European explorers to visit the Pacific Northwest were not interested in fur bearing animals or claiming land for their countries. They were trying to find the Northwest Passage. The Northwest Passage was a water route that explorers hoped connected North America to Asia.

Getting to Asia was very important to European explorers. In Asia, they could buy jewels, silk, and spices that were not available in Europe. The only way to get these items was to buy them from Italian traders. The Italian traders purchased the items in Asia and sold them at very high prices to Europeans. If explorers found a water route to Asia, they could buy the things they wanted without paying Italian traders anything.



BLUE WHALE



Explorers who traveled to the Pacific Northwest saw many different species of mammals and birds. They took careful notes and kept detailed journals about the animals they saw.

In this activity, you will get the chance to explore the Pacific Northwest and become an expert about mammals and birds that you will see during your expedition. You will use your information to create an *Expert's Journal* that includes pictures and descriptions of each type of animal.

To complete your *Pacific Northwest Expert's Journal*, you will need:

- information about animals of the Pacific Northwest.
- pages with the pictures of mammals and birds already on them.
- coloring pencils.
- scissors.
- two pieces of light colored construction paper to make a front and back cover for your book.
- use of a stapler.

DIRECTIONS:

1. Use the 14 mammal and bird pages and your information about the Pacific Northwest mammals and birds to correctly color each of the 14 animals.
2. Use your information about the Pacific Northwest's mammals and birds and the lines provided on each of the pages to fill in the required information about each animal. Spelling Counts!
3. When you are finished with all 14 mammals and birds, arrange the pages neatly on top of each other.
4. Use your coloring pencils to neatly decorate one piece of construction paper for the front cover of your *Pacific Northwest Expert's Journal*.
5. Place the front cover on the top and the back cover on the bottom.
6. Staple your *Pacific Northwest Expert's Journal* along the left side of the cover.



MAMMALS



BLACK BEAR

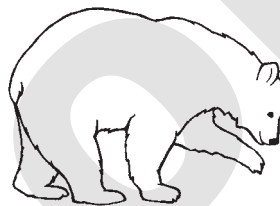
Black bears are omnivores that roam through the forests and mountainous areas of the Pacific Northwest. They can usually be seen near rivers and lakes where they find plenty of fish and insects. The fur color of black bears can actually be black, tan, brown, or yellow. Black bears can run up to 30 miles per hour and are excellent climbers. They have poor eyesight, but their hearing is good and their sense of smell is excellent. Full grown black bears are some of the largest mammals in North America. At birth, black bear cubs are blind and only weigh about eight ounces. Adult females can weigh as much as 600 pounds. Full grown males can weigh a whopping 1,200 pounds! During the cold winter months, black bears find a quiet place at the base of a tree or under the ledge of a large rock. They remain inactive for part of the winter. To prepare for this period of inactivity, black bears eat more than 20,000 calories a day. These extra calories add layers of fat so they can get through the long winter. Compare this with the fact that an average human being eats between 2,000 and 3,000 calories per day. Humans are the only enemies of black bears, so as you explore the Pacific Northwest, don't try to feed them or get near them.

The Pacific Northwest used to have a large number of bighorn sheep. During the 1930s, over hunting and disease nearly destroyed all of these mammals. Bighorn sheep have extremely good eyesight, very short tails, and pointed ears. Male bighorn sheep are known as rams. Female bighorn sheep are ewes. Their babies are called lambs. The horns of rams are larger and curlier than the horns of ewes. Rams often use their horns in battle with each other. They run up to 30 miles per hour before crashing head-on into another ram. Unlike most other types of sheep, bighorn sheep are covered with an outer layer of brown hair instead of wool. The underparts of bighorn sheep are gray and their tails are white.



BIGHORN SHEEP

BLACK BEAR



Black bears are large mammals in the Pacific Northwest. They are omnivores that usually roam the mountains and forests.

Omnivores are _____

Black bears only weigh about eight ounces at birth. Full grown females can weigh _____

and full grown males can weigh _____

The fur colors of black bears can be _____

Two interesting facts about black bears are _____

THE OREGON TRAIL

By the 1840s, many things had changed in the United States. In less than 70 years as a nation, the United States had organized a strong government, more than doubled its size with the Louisiana Purchase, moved thousands of Native Americans to the Indian Territory, and **acquired** the state of Texas. The profitable fur trade had been expanded into the Pacific Northwest. News of fertile land and wide open spaces in Oregon Country made Americans want to travel West.

AMERICAN MISSIONARIES

Some of the first Americans to travel to the Pacific Northwest were not families searching for fertile farm land. They were **missionaries**. The trip was dangerous, but the missionaries were willing to risk their lives to help the area's Native Americans.

In March 1836, American doctor Marcus Whitman and missionary Henry Spalding loaded their supplies in two large wagons. They left St. Louis and headed toward Oregon Country. Dr. Whitman and Henry Spalding took their wives, Narcissa Whitman and Eliza Spalding, and a group of 70 fur traders.

As they traveled, the Whitmans and Spaldings depended upon the hunters in their party to supply them with buffalo meat. They used the milk and beef from 15 cows they brought with them on their journey. The heavy wagons were not able to cross the Rocky Mountains. They were forced to leave their wagons and most of their supplies and cross the mountains on mules.



NARCISSA WHITMAN

ARRIVING IN OREGON COUNTRY

Six months after leaving St. Louis, the Whitmans and Spaldings reached Oregon Country. Narcissa and Eliza were the first white women to cross the **Continental Divide**. The Whitmans built a mission in present-day Washington. They planned to teach the Cayuse (kie•YOOs) people about farming and **Christianity**. The Spaldings traveled on to Idaho. They **founded** a mission among the Nez Percé (nay•pair•SAY) people.

THE OLD SPANISH TRAIL

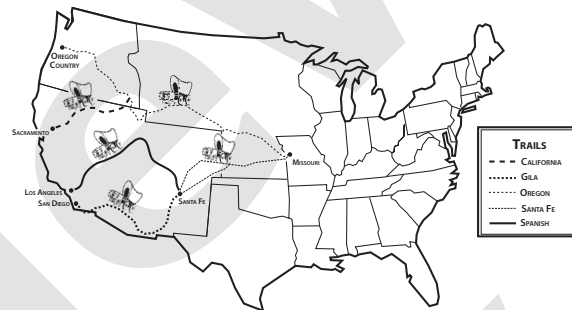
The Oregon Trail wasn't the only route West. You have already read how the Santa Fe Trail led the mountain men from Missouri to Santa Fe, New Mexico. In 1829, Mexican explorer Jose Antonio Armijo (ar•MEE•ho) gathered a group of 60 men to explore the West and create a new trade route from Santa Fe to California. Armijo's route became known as the Old Spanish Trail.

THE CALIFORNIA TRAIL

In 1841, American pioneer John Bidwell left Missouri and traveled north along the Oregon Trail. After reaching present-day Idaho, Bidwell and his group left the Oregon Trail and traveled south through Utah and Nevada. He led the first group of pioneers overland into Sacramento along what became known as the California Trail.

THE GILA TRAIL

In 1846, the United States government sent Captain Philip Cooke to Santa Fe, New Mexico. Captain Cooke and his group of **Mormon** soldiers were instructed to find a route from Santa Fe to San Diego, California. The route, which was first traveled by Native Americans and Arizona missionaries, became known as the Gila Trail. It was 1,000 miles long and stretched through the Arizona desert, along the banks of the Colorado River, and into the steep mountains of California.



MANIFEST DESTINY

As Americans followed the trails into the West, the Mexican government became fearful that the United States would try to take control of Mexico's territory. Mexico had good reason to be worried. The United States was interested in Mexico's land, especially the land in California.

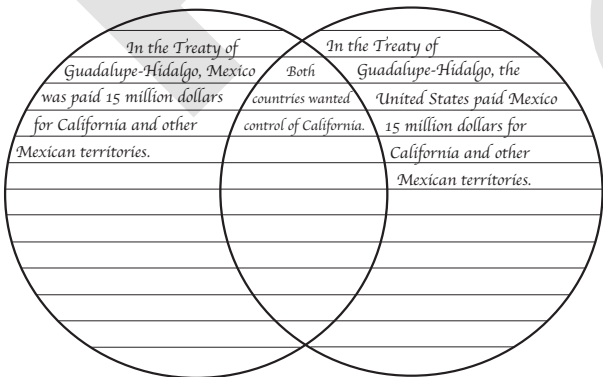
In fact, Americans came up with the phrase "Manifest Destiny" which meant it was God's will for the United States to extend from the Atlantic to the Pacific oceans. The trails leading West put the United States one step closer to its "Manifest Destiny."

MAKING A VENN DIAGRAM

A Venn Diagram is a great tool to use when you want to create a graphic that shows how topics are different, yet alike at the same time. In a Venn Diagram, two or more large circles overlap in the middle. The differences between the chosen topics are written in the large outer areas of the circles. Things that the topics have in common are written where the circles overlap.

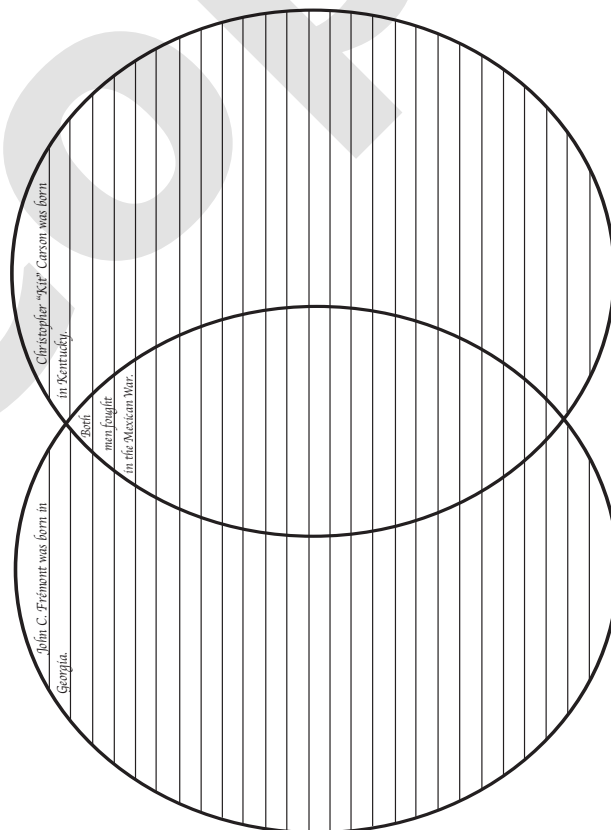
Look at the Venn Diagram below. There are two large circles that overlap to show how Mexico and the United States were different and alike in 1846. In the large areas of the circles, the differences between Mexico and the United States have been listed. The overlapping sections of the circles list the ways that Mexico and the United States were alike.

Topic: Mexico Topic: The United States



DIRECTIONS: In this activity, you will use the Venn Diagram on the next page to compare and **contrast** John C. Frémont and Christopher "Kit" Carson. Use the information you've read as well as other books, encyclopedias, and the Internet to find the information for your Venn Diagram. Follow the example by listing the differences between the two men in the large areas of the circles. Use the overlapping areas of the circles to list ways that John C. Frémont and Kit Carson were alike.

Name: _____
Topic: Christopher "Kit" Carson
Topic: John C. Frémont

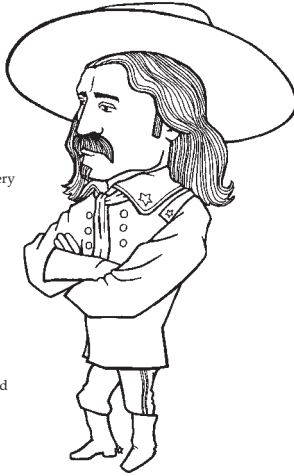


FAMOUS PEOPLE: GEORGE CUSTER AND SITTING BULL

George Armstrong Custer was born on December 5, 1839, in New Rumley, Ohio. His father was a farmer and a blacksmith. As a child, George was sent to live with his half-sister in Michigan where he attended school. After graduating from high school, Custer became a teacher.

In 1861, Custer graduated last in his class from the United States Military Academy. Normally, someone who graduated last in his class would not become a high ranking officer in the military. George was lucky. The Civil War had just started and the Union Army was in need of officers. He became a second lieutenant and led battles against the Confederate Army. Lieutenant Custer was admired by other soldiers for his bravery and fearless leadership. He was even made a temporary general during the war.

After the Civil War, the United States Army reduced General Custer's rank to captain. Custer planned to earn back his military rank of general by helping the United States government with its battle against hostile Native Americans in the West.



GEORGE ARMSTRONG CUSTER

SITTING BULL

Sitting Bull was born in 1831, near the Grand River in South Dakota. For the first year of his life in the Lakota Sioux (SIO) tribe, he was known as Jumping Badger. He received the name "Slow" because of his careful speech and ability to take food and objects without being caught. As a young boy, Slow loved to run and ride horses. He learned to shoot a bow and arrow and killed his first buffalo when he was just 10 years old.

At the age of 14, Slow fought in his first battle against enemies of the Crow tribe. He knocked a Crow warrior from his horse. His father was so proud that he changed Slow's name to Sitting Bull.

Sitting Bull grew up to be a fearless leader who had the ability to communicate with animals and the spiritual world. He led his warriors in attacks against United States soldiers and white settlers who invaded Sioux hunting grounds and tried to push the Sioux from their land in the Dakotas. For his bravery and outstanding leadership abilities, Sitting Bull was chosen to be chief of the entire Sioux Nation.

FIND THE FIB

General George Custer and Chief Sitting Bull were two of history's most popular leaders.

In this activity, you will collect facts about General George Custer or Chief Sitting Bull to make a game called "Find the Fib."

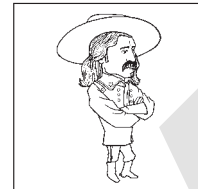
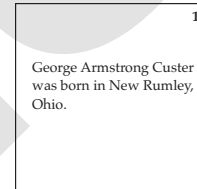
DIRECTIONS:

1. Choose either George Custer or Chief Sitting Bull to make the game "Find the Fib."
2. Use your scissors to cut apart the George Custer or Sitting Bull "Find the Fib" cards given to you by your teacher. You will need 20 cards.
3. Neatly color the pictures of George Custer or Sitting Bull on each card.
4. Use the information about George Custer and Sitting Bull, encyclopedias, books in the library, and the Internet to find 15 true facts about the leader you have chosen.
5. Write each fact on a separate card. Try to fit the whole fact on one side of the card.
6. Make up 5 false facts, or "fibs" about George Custer or Sitting Bull. Make the fib as believable as possible so that it can't be easily seen as a fib.
7. Write each fib on a separate card, just like you did with the true facts. Again, try to fit the whole fib on one side of the card.
8. Mix and shuffle all of the cards together, so the true facts and fibs are mixed together.
9. Number the cards 1-20.
10. Make an answer key for yourself so you will know which cards are the true facts and which cards are the fibs.
11. Give your cards to 2 or 3 other people in the class to see if they can find the true facts and the fibs.

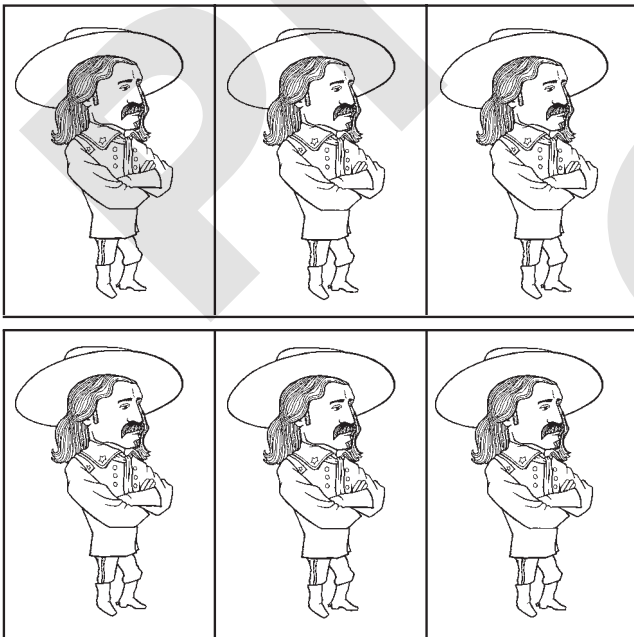
SAMPLE CARD

FRONT

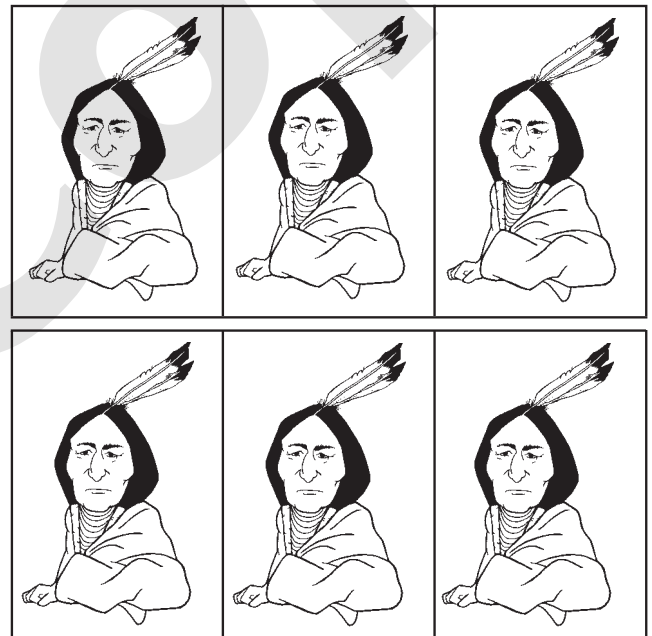
BACK



GEORGE CUSTER FIND THE FIB CARDS



SITTING BULL FIND THE FIB CARDS



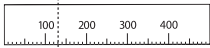
MAKING A SCALE MAP: THE PONY EXPRESS

In 1860, the Pony Express successfully delivered the mail in 10 days. The journey stretched for almost 2,000 miles from Missouri to California. Riders required a fresh horse every 10 to 15 miles.

A map helps us track the movement of the Pony Express by giving us a small view of a big place. It would be impossible to show nearly 2,000 miles on a map that sits on your desk or fits on this piece of paper. Map makers use **scale rulers** to measure the long distances from place to place.

The **scale ruler** below can be used to measure the miles traveled by the Pony Express as the riders made their way to California. Each line on the ruler represents 10 miles traveled by the Pony Express. Every ten lines on the ruler equals 100 miles. The 100-mile lines on the ruler have been clearly labeled. Laying the ruler along the Pony Express route drawn on a map will show you long distances traveled without ever leaving your classroom!

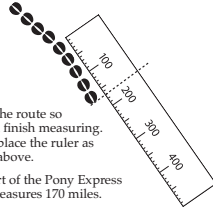
MEASURING USING A SCALE RULER:



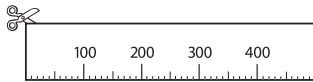
- Since the route is not perfectly straight, we will need to measure it in two parts.
- First, place the straightest part of the Pony Express route along the ruler as shown above.
- Make sure you line up the end of the ruler with the end of the horse hooves.
- Since we are measuring in miles, this part of the Pony Express route measures 130 miles.

THEN

- Rotate the route so you can finish measuring. Again, place the ruler as shown above.
- This part of the Pony Express route measures 170 miles.
- Add both measurements to get the entire length of the Pony Express route.
- 130 miles + 170 miles equals 300 miles.



This part of the Pony Express route is 300 miles long! This is just one example of a **scale ruler**. The map maker decides the distance that will be represented on the ruler. On some maps, for example, each line on a ruler might represent 10 feet, 50 miles, or 1,000 kilometers.



PART ONE

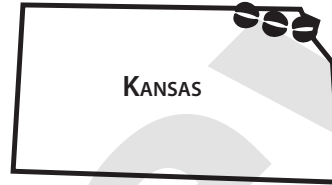
In the first part of this activity, you will measure distances using a **scale ruler**.

DIRECTIONS: Cut out the scale ruler from the first page. (Be careful when cutting out the ruler. Make sure you don't cut off the front of the ruler because this will affect your measurements.) Measure the distance in miles that the Pony Express riders traveled on their way to California. Kansas has been done for you.



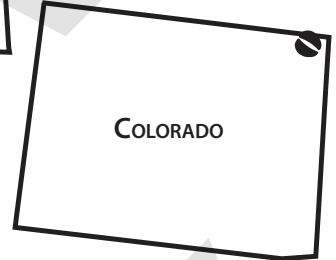
- Using your scale ruler, measure the distance the Pony Express traveled through Missouri.

WORK SPACE:
ANSWER:



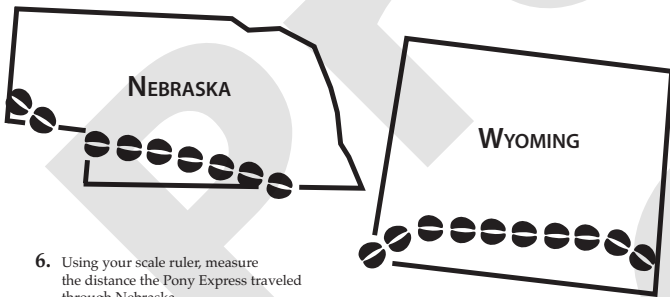
- Using your scale ruler, measure the distance the Pony Express traveled through Kansas.

WORK SPACE:	$\begin{array}{r} 120 \\ + 50 \\ \hline 170 \end{array}$
ANSWER:	170 miles



- Using your scale ruler, measure the distance the Pony Express traveled through Colorado.

WORK SPACE:
ANSWER:



- Using your scale ruler, measure the distance the Pony Express traveled through Nebraska.

WORK SPACE:
ANSWER:

- Using your scale ruler, measure the distance the Pony Express traveled through Wyoming.

WORK SPACE:
ANSWER:

- Add all of your answers together to find the **total** distance the Pony Express riders traveled from Missouri to California.

WORK SPACE:
ANSWER:

PART TWO: PUT IT ALL TOGETHER

In the second part of this activity, you will piece together the route traveled by the Pony Express.

DIRECTIONS: Cut the scale maps below. Using a current map of the United States, arrange the maps in their proper order. When you are sure you have the maps in the correct order, glue them onto a separate piece of construction paper. Now you can clearly see the route traveled by the Pony Express riders from Missouri to California.

