



4TH GRADE

VOLUME 4.3

Book Club Teacher's Guide

Going Along with Lewis & Clark

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

Sarah Collinge



Seattle, Washington
Portland, Oregon
Denver, Colorado
Vancouver, B.C.
Scottsdale, Arizona
Minneapolis, Minnesota

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Peanut Butter Publishing
943 NE Boat Street
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Going Along with Lewis & Clark Text Complexity

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

DAYS 3–4, CHARACTER LIST

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

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Determine importance
- Visualize

Show understanding of story elements (RI 3)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

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

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

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

Teach:

Today I am going to remind you...

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

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

Guided Practice—Work Time:

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

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

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

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

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

Students will have two days to complete the following pages:

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

Extension (Optional):

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

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

Share-out:

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

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

Link:

Today and every day when you read...

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

Character List

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

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

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

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

Learning Targets:

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

Analyze multiple texts (RI 9)

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

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Connect:

We have been learning...

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

Teach:

Today I am going to teach you...

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

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

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

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

Model:

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

(Read the excerpt aloud while students follow along.)

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

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

(Model adding this information to the handout.)

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

(Model adding these facts to the handout.)

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

(Model adding this information to the handout.)

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

(Model underlining these facts on the handout.)

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

(Model adding this information to the handout.)

Guided Practice—Work Time:

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

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

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

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

Share-out:

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

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

Link:

Today and every day when you read...

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

The Pact with Captain Clark

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

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

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

How does Sacagawea feel about going with Lewis and Clark?

She feels wonderful.

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

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

How does Sacagawea feel about going with Lewis and Clark?

The book does not tell how she felt.

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

4th November Sunday 1804—

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

7th April 1805—

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

How does Sacagawea feel about going with Lewis and Clark?

The journals do not tell how she felt.

Jean Baptiste Charbonneau is Born

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

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

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

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

"What is it?" Blue Sky said.

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

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

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

How does Sacagawea feel while giving birth to her baby?

She feels very calm.

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

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

How does Sacagawea feel while giving birth to her baby?

The book does not tell how she felt.

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

11th February Monday 1805—

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

How does Sacagawea feel while giving birth to her baby?

The journals do not tell how she felt.

DAYS 12–13, QUADRANT 1 BOOK CLUB MEETINGS

Book Club Meeting 1

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

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

Learning Targets:

Summarize the text (RI 2)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Prepare for collaboration with others (SL 1)

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

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

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

Teach:

Today I am going to remind you...

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

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

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

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

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

Opening discussion questions:

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



Going Along with Lewis & Clark

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

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

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

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

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

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

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

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



Kids Discover: Lewis & Clark

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

Time for questions:

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

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

Share-out:

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

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

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

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

DAYS 28–29, OPINION WRITING

In this lesson...you will remind students that after reading, good readers synthesize the entire text by writing.

Students will be writing an opinion piece, sharing whether or not they think that Scott O’Dell created a story that is historically accurate when he wrote the book *Streams to the River, River to the Sea*. They will use information from the historical nonfiction text *Going Along with Lewis & Clark* as well as excerpts from the Lewis and Clark journals to support their opinions. Students who read *Kids Discover: Lewis & Clark* might also use facts from this resource to support their opinions.

Students will use the opinion frame to help organize their opinion writing. Students should be expected to produce quality work.

To prepare for this lesson, print the handout titled “Opinion Frame” for each student. Students will glue or tape this frame over the top of the synthesis summary frame on page 37 of their book club notebooks.

Learning Targets:

Write an expository piece (W 2)

- Opinion writing

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

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

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers evaluate whether authors of biography make their stories consistent with historical facts.

Teach:

Today I am going to remind you...

...that good readers write in order to share their opinions after reading.

Today you will be answering the question, “Did Scott O’Dell create a story that is consistent with historical facts when he wrote the book *Streams to the River, River to the Sea*?” You will use facts collected from the book *Going Along with Lewis & Clark* as well as excerpts from the Lewis and Clark journals to support your opinion.

If you read *Kids Discover: Lewis & Clark*, you may use facts from that text to support your thinking as well.

Guided Practice—Work Time:

Open up your book club notebooks to page 37. (Review the opinion frame with students.)

Now turn to page 38 in your book club notebook. This is where you will write your opinion writing. You will use the opinion frame to organize your writing. You may also use the entries in your notebook as tools.

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

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

Opinion Frame:

Introduction Sentences	<p><i>When writing a biography, the author has to make the story consistent with historical facts. A story that is consistent with historical facts is considered to be historically accurate.</i></p> <p>Tell whether you believe Scott O'Dell's book <i>Streams to the River, River to the Sea</i> is historically accurate.</p>
Body	<p>Give strong evidence that supports your opinion.</p> <p>(Evidence should come from the text.)</p>
Conclusion	<p>Restate your thinking.</p> <p>Start with one of the following phrases: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>To sum up,</i> <i>I predict,</i></p>

Going Along with Lewis & Clark **Opinion Writing Sample**

When writing a biography, the author has to make the story consistent with historical facts. A story that is consistent with historical facts is considered to be historically accurate. I think Scott O'Dell's book *Streams to the River, River to the Sea* is historically accurate because it is consistent with historical facts found in the nonfiction book *Going Along with Lewis & Clark*, written by Barbara Fifer, and also consistent with details found in the Lewis and Clark journals.

First, Scott O'Dell introduces Sacagawea as an important member of the Corps of Discovery. He tells how she will interpret the Shoshone language and help Lewis and Clark get horses from the Shoshone. These facts were also described in the book *Going Along with Lewis & Clark*, and in the Lewis and Clark journals as well.

Next, Scott O'Dell accurately describes some of the most suspenseful events of the Lewis and Clark journey. He describes the time when Sacagawea almost died giving birth to her son. He tells how a rattle from a rattlesnake was mixed with water and given as medicine to save her life. His account of the event agrees with the description in the Lewis and Clark journals. Also, Scott O'Dell describes the scene near the Great Falls when the Corps had to act quickly to escape a wall of floodwater during a storm very accurately. He even describes how terrified Charbonneau was!

Finally, the interactions between the Corps and the Native Americans are described accurately in Scott O'Dell's book. He accurately portrays the trading of blue beads for animal furs.

As you can see, Scott O'Dell creates a historically accurate story in the book *Streams to the River, River to the Sea*. We will never know exactly what Sacagawea thought or felt during the journey, but I think Scott O'Dell does a good job retelling the events as accurately as possible.

Vocabulary Words Learned While Reading *Streams to the River, River to the Sea*

uncharted	honorable	valuable
impact	doubt	hardship
captor	omen	curiosity
slave vs. princess	disharmony	silent
fate vs. free will	burden	endure
pride	enemies vs. friends	enslave vs. free
good fortune	pact	sacred
talisman	motivation	warning
desolate		

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desolate		