Exploring the West

Teacher Guide

Daniel Boone

Native American guide

Wilderness Road

Sacagawea dollar coin
Exploring the West
Teacher Guide
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Exploring the West

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Introduction

At first, the new United States continued to look to Europe, culturally and economically. The reason for this was that thousands of Europeans had come to this land as settlers and had eventually created a new country based in many ways on the cultures they had left behind. The bulk of their trade was also with Europe, which further connected them. But increasingly, after breaking away from British rule, the people of the United States began to think of themselves as Americans distinctly separate from their European forebears.

The people of the United States began to think of their country not as an arc of states on the Atlantic seaboard looking toward Europe, but as a nation that would spread all the way to the Pacific with a new American vision. And so began their move west.
What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

- what maps and globes represent and how to use them
- what rivers, lakes, and mountains are and how they are represented on maps and globes
- the locations of the Atlantic and Pacific Oceans, the North and South Poles, and the seven continents
- the names and locations of their continent, country, state, and community
- the use of map keys, symbols, and directions (north, south, east, west) on a map
- the locations of the Indian and Arctic Oceans, the countries of North America (Canada, the United States, Mexico, and the countries of Central America), the equator, and the Northern and Southern Hemispheres
- the meanings of peninsula, harbor, bay, and island
- religions as the basis of significant events and ideas in history
  - Judaism: belief in one God, Exodus, Israel, Rosh Hashanah, Yom Kippur, Star of David, Torah, synagogue
  - Christianity: developed from Judaism, Jesus as the Messiah, Christmas, Easter, symbol of the cross
  - Islam: origin in Arabia, Allah, Muhammad, Mecca, Koran, mosque, Ramadan, Eid al-Fitr, Eid al-Adha, symbols of crescent and star
- the concept of religious freedom
- the Pilgrims’ voyage on the Mayflower, their founding of Plymouth Colony, and the first Thanksgiving as a result of Native American help
- the founding of Massachusetts Bay Colony by the Puritans
- the location of the thirteen original English colonies
- the Boston Tea Party
- Paul Revere’s ride: “One if by land, two if by sea”
- minutemen and redcoats: “the shot heard ’round the world”
- Thomas Jefferson, the Declaration of Independence: “We hold these truths . . . .”
- the Fourth of July, Independence Day
- the legend of Betsy Ross and the flag
• Benjamin Franklin: patriot, inventor, and writer
• George Washington, from military commander to first president and Father of the Country
• Martha Washington
• Washington, D.C., as the nation’s capital

What Students Need to Learn
• the locations of the Appalachian and Rocky Mountains and the Mississippi River
• Daniel Boone and the creation of the Wilderness Road
• the Louisiana Purchase and its exploration by Lewis and Clark and their Native American guide, Sacagawea
The most important ideas in Unit 9:

- The frontier line and the definition of the term *American West* shifted west and southwest as the nation grew, but it was not an orderly progression west. (It is important to note that Native Americans who had lived on this land for thousands of years sometimes resisted the encroachment on their land.)
- While the Appalachian and Rocky Mountains were barriers to the movement of people and goods, the Mississippi River provided a natural transportation route.
- Daniel Boone laid out the Wilderness Road, thus opening up the areas of what became Kentucky and Tennessee to settlement.
- The Louisiana Purchase gave American settlers more land to explore and settle.
- The Lewis and Clark expedition explored the Louisiana Purchase looking for an all-water route to the Pacific Ocean.
- A major outcome of Lewis and Clark’s expedition was the interest it generated in settling the Louisiana Territory.

**WHAT TEACHERS NEED TO KNOW**

Students will learn about westward expansion of the United States in the 1800s in Grade 2 and the entire subject of U.S. expansion in greater depth and detail in Grade 5. The purpose of introducing this topic in Grade 1 is to build background and familiarity with the topic.

The concepts of “the frontier” and “the West” may be confusing to students. Where the frontier was and what constituted the American West shifted as the nation’s boundaries moved west and southwest. To make it more difficult to understand, the line of settlement was not a steady progression across the country from east to west. The far West was settled before the middle of the country, because people mistakenly considered the interior of the nation as the Great Desert. (The area is fertile, although it is dry and inhospitable to agriculture without irrigation.) Originally, the frontier was anything on the other side (to the west) of the coastal plain.

The first English colonists had settled along the Atlantic coastal plain. By the time of the American Revolution, the frontier line had moved generally west to the Appalachian Mountains. After independence, people began to push inland into the newly acquired lands of the Old Northwest Territory and the Old Southwest.

The new United States had received these lands as a result of the peace treaty ending the Revolutionary War. The Old Northwest would become the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin. The Old Southwest was the area south of the Ohio River and would become the states of Tennessee, Kentucky, Alabama, and Mississippi.

By 1803, when the United States, under Thomas Jefferson, bought the Louisiana Territory from France, the frontier had moved west to the Mississippi River as more and more people moved inland. By that time, Kentucky, Tennessee, and Ohio had large enough populations that they asked for and were granted statehood. The Louisiana Purchase opened up an area west of the Mississippi as far as the Canadian border to the north, the British territory of Oregon in the northwest, and Spanish lands in the far West.
The United States acquired the Oregon Territory (Oregon and Washington) as a result of a treaty with the British in 1846. It was not until the Mexican War (1846–1848) that the Spanish lands in the West became U.S. territories and then states. The former Spanish-held area of Texas also joined the Union.
are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passports. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The Exploring the West Student Book includes four chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images.

Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves.

For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources
Pacing

The *Exploring the West* unit is one of nine world and American history and geography units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year. It is intended to be taught as the final unit in Grade 1.

We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 11 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the *Exploring the West* unit.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.
You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

**Turn and Talk**

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

**Big Questions and Core Vocabulary**

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

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<tr>
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<th>Big Questions</th>
<th>Core Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Chapter 1: Daniel Boone</td>
<td>What did Daniel Boone do that made it easier for more American settlers to move west?</td>
<td>footprints, meadowland, wagons, clear (adj.), clear (v.), wilderness, fort</td>
</tr>
<tr>
<td>Chapter 2: The Louisiana Purchase</td>
<td>Why did President Jefferson want to buy land around New Orleans and the Mississippi River from France?</td>
<td>purchase, rolling, flatboat, steer, oars, port, traders</td>
</tr>
<tr>
<td>Chapter 3: Lewis and Clark</td>
<td>What was the Corps of Discovery's journey like?</td>
<td>territory, hatchets, mosquitoes, guide, odds</td>
</tr>
<tr>
<td>Chapter 4: Sacagawea</td>
<td>What are some of the different ways that Sacagawea helped Lewis and Clark?</td>
<td>captured, bark, berries, roots</td>
</tr>
</tbody>
</table>
Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 80–86. They are to be used with the lesson specified for additional class work or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Map of the Thirteen States (AP 1.2)
- Chapters 1–4—Early Exploration of the West (AP 1.3)
- Chapter 1—What I Know About Daniel Boone (AP 1.4)
- Chapter 2—Using Maps Skills to Learn More About the Louisiana Purchase (AP 2.1)
- Chapter 4—The Story of Sacagawea (AP 4.1)
- Culminating Activity—*Exploring the West* Game Board (AP CA.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

Cross-Curricular Connections

Music

“Home on the Range”
“On Top of Old Smokey”

A Special Note About The Pathway to Citizenship

A critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the *Core Knowledge Sequence*. The *Sequence* topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.
Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books


**EXPLORING THE WEST PACING GUIDE**

-------------------------------'s Class

**Note to Teacher:** *Exploring the West* is intended to be taught as the ninth and final unit of Grade 1 CKHG.

### Week 1

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### Week 2

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### Week 3

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<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
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<td><strong>Exploring the West</strong></td>
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Primary Focus Objectives
✓ Recognize that the Appalachian Mountains represented an obstacle to early American settlers moving farther west from the original thirteen states. (SL.1.2, SL.1.3)
✓ Describe Daniel Boone’s contribution to the exploration of the West. (SL.1.4)
✓ Understand the meaning of the following domain-specific vocabulary: footprints, meadowland, wagons, clear (adj.), clear (v.), wilderness, and fort. (L.1.4, L.1.5)

Materials Needed
- globe
- internet access
- blue, purple, and brown crayons, colored pencils, or markers
- display copy of From Colonies to Independence Student Book
- individual student copies of Exploring the West Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of Map of the Thirteen States (AP 1.2)
- teacher and individual student copies of Early Exploration of the West (AP 1.3)
- Daniel Boone’s Wilderness Road video
  Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:
  www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Geography and Westward Expansion
The Appalachian Mountains are the oldest mountain chain in North America and stretch from Quebec to central Alabama. They are about 1,600 miles long and range from 120 to 375 miles wide. The highest peaks are about five thousand to six thousand feet above sea level.
The Appalachians are divided into various ranges, such as the White Mountains in Maine and New Hampshire; the Catskills in New York; the Alleghenies in Pennsylvania, Maryland, West Virginia, and Virginia; the Blue Ridge in Maryland, West Virginia, Virginia, North Carolina, South Carolina, and Georgia; and the Great Smoky Mountains in North Carolina and Tennessee. Major rivers that flow out of the mountains are the Hudson, Delaware, Susquehanna, Potomac, and Tennessee. The mountains are rich in iron and coal deposits but were a barrier to westward movement in the early days of the United States.

Daniel Boone and the Wilderness Road

Daniel Boone was born in Pennsylvania in 1734. As a boy he hunted animals, first with a spear and later with a gun. He is said to have shot his first bear at age twelve. Boone took part in the French and Indian War in 1755.

In 1769, Boone and some others passed through the Cumberland Gap in the Appalachian Mountains into Kentucky. They found a land filled with buffalo, deer, and wild turkeys, as well as meadows perfect for farming. Boone was separated from his party and spent the winter of 1769–1770 in a cave.

In 1775, Boone began working for the Transylvania Company, which wanted to establish a colony called Transylvania in frontier areas of Virginia and North Carolina. The scheme collapsed but not before Boone had blazed (marked out) the Wilderness Road in 1775. This wagon road, which was often not more than a wide place in the forest, ran from Virginia through the Cumberland Gap and into the Ohio River Valley.

The Appalachian Mountains were a natural barrier to westbound travel, but the Cumberland Gap was one of the few passes through the mountains. As a result, the Wilderness Road became a main route through the mountains. Settlers moved along it into what would become the states of Kentucky and Tennessee. The road was a main route west in the southeastern states until the National Road was completed in 1838. The Wilderness Road became part of U.S. Highway 25 in 1926. After blazing the Wilderness Road, Boone continued to hunt and explore.

During the Revolutionary War, he was taken prisoner by the Shawnee. He so impressed his captors with his great skills as a hunter and woodsman that he was accepted as a member of a Native American family. Eventually, however, Boone returned to his original family.

After several more years in sparsely settled Kentucky, Boone went west to Missouri in a dugout canoe. When someone asked him why he was leaving Kentucky, Boone allegedly replied, “Too crowded.” He lived in Missouri for the rest of his life, dying at the age of eighty-five.

Boone published his memoirs, *The Adventures of Colonel Daniel Boone*, in 1784. In them, he describes his explorations and his many encounters with Native Americans. After his death, Boone was romanticized and marketed as an American hero, a man who lived close to nature, fought Indians, and helped “win the West.”
Introduce Exploring the West and Chapter 1: “Daniel Boone”

Display the cover of From Colonies to Independence Student Book, reminding students of the title of this unit. Point out the various images on the cover, and ask students to explain the meaning of the title. (Answers may vary but should include that many, many years ago people who came primarily from the country of England sailed across the Atlantic Ocean and settled in thirteen colonies, along the East Coast of North America. These settlers decided that they did not want to be ruled by the king of England, so they fought a war against British soldiers, called the American Revolution, and declared their independence as a new country, the United States of America.)

Display and/or distribute the Map of the Thirteen States (AP 1.2), reminding students that with independence from Great Britain, the thirteen colonies became thirteen states that were part of America. Review the names and locations of each state, noting that these original thirteen states were all located on the East Coast, next to the Atlantic Ocean.

Point out the approximate location of the same states on the globe, noting that there was considerable land in North America beyond these states that had not yet been explored by people from Europe or the people living in the new American states.

Distribute copies of the Exploring the West Student Book to the class, and tell students the title of the book. Ask students to look at the cover. Explain that in this unit they will learn that European Americans living in the original thirteen states eventually did start to explore the area to the west of the thirteen states.

SUPPORT—Display and/or distribute the Map of the Thirteen States (AP 1.2) once again, and call attention to the four directions on the map: north, south, east, and west. Use a sweeping hand gesture, moving from the East Coast toward the west, and explain that this was the area that American settlers began exploring.

CHALLENGE—You may want to write the words west and West on the board and explain that when this word is written with a lowercase ‘w,’ it refers to the direction. When written with an uppercase ‘W,’ it refers specifically to the area of land in America that lay to the west of the original states.

Point to the images of Daniel Boone and the people on the Wilderness Road on the cover, reading the captions. Explain these individuals were some of the first American settlers to explore the West. Then point to the other images on the cover, and explain that there were already other people, Native Americans, who had lived on these lands for many years before the people from the new American states started to explore.

Note to Teacher: Students in Core Knowledge schools may recall having learned about Native Americans in Kindergarten.
Tell students that you are going to pretend that you have a special time machine so that you can all travel back in time to visit America long ago when there were just thirteen states.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to the time when there were just thirteen states in America!” and then ask students to open their eyes.

Tell students that in the first chapter, they will hear about Daniel Boone, one of the people shown on the cover of their book.

**Big Question**

What did Daniel Boone do that made it easier for more American settlers to move west?

**Core Vocabulary**

- footprints
- meadowland
- wagons
- clear (adj.)
- clear (v.)
- wilderness
- fort
Chapter 1: “Daniel Boone”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Tell them that the title of this chapter is “Daniel Boone.”

Daniel Boone

As a boy, Daniel Boone made friends with the Lenape, the Native Americans who lived in the forests. They taught him many skills, such as how to walk quietly on wooded paths, how to follow footprints made by animals, and how to hunt.

When he grew up, Daniel Boone and his wife, Rebecca, lived in the forest in North Carolina. They had ten children, and they lived together in a big, one-room log house. Over time, Daniel began to think about moving farther west.

Note to Teacher: The word Lenape is pronounced (/len*ah*pay/).

SUPPORT—Ask students why they think it was important for Daniel Boone to learn to walk quietly on wooded paths through the forest. Guide them to understand that walking quietly through the forest would help Daniel be able to hunt animals without scaring them away.

CORE VOCABULARY—Explain that footprints are the shapes left by a person’s or animal’s foot or shoe. Footprints can tell which direction the person or animal went. Ask volunteers to share where they have left footprints. (Possible responses: in sand, in mud, getting out of a pool)

Ask students the following questions:

LITERAL—Who did Daniel Boone make friends with when he was a young boy? What did he learn from these friends?

» Daniel Boone made friends with the Lenape. They taught him how to walk quietly on wooded paths, how to follow footprints, and how to hunt.
Daniel, like other Americans, had heard about beautiful land in the western part of the United States. At the time, about one million Americans lived up and down the East Coast. He had heard about new places where they could farm and build towns.

Now Daniel and others wanted to explore these places, but their path was blocked by the Appalachian Mountains.

Note to Teacher: Appalachian is pronounced (/ə*puh*lay*chuhn/) or (/ə*puh*latch*uhuhn/), depending on the part of the mountain range you are from.

SUPPORT—Ask students if they have ever seen or hiked in the mountains. Explain that mountains can be very tough to travel over. Trails are helpful, but they can be steep, winding, or destroyed by rain and bad weather. Make a connection to Daniel Boone and his desire to head west and the difficulties that the Appalachian Mountains presented to him.

Distribute copies of Early Exploration of the West (AP 1.3). Point out the general area of North Carolina, Daniel Boone’s home. Have students lightly color the area of the thirteen states in purple and the Atlantic and Pacific Oceans in blue. Then have students trace the lines that mark the Appalachian Mountains in brown. Ask students how they think Daniel Boone will make it across the mountains.
Ask students the following questions:

**LITERAL**—What did American settlers, including Daniel Boone, hope to do when they moved farther west?

» American settlers hoped to find new places to farm and build towns.

**LITERAL**—What blocked the path of people who wanted to explore other places?

» The Appalachian Mountains blocked the path of people who wanted to explore other places.

Ask students to look at the images on page 4 as you read aloud.

Daniel set off with friends to find a way through the Appalachian Mountains. The men came upon a Native American path that made it easier for them to make their way.

Native Americans hunted in the Appalachian Mountains and in the forests on the land below. They called this area Kenta-ke, which means “meadowland.” Across the mountains, the men saw land for farming and large, leafy forests.

**CORE VOCABULARY**—Explain that **meadowland** is an area of flat land that is covered in tall grasses.

**SUPPORT**—Have students study the picture of Daniel Boone and his friends. Then ask volunteers to describe what they see. Students should notice their long rifles, their tall boots, and their tan jackets. Explain that the clothes Daniel and his friends wore were made out of leather and fur from the animals they hunted.
CHALLENGE—Explain that the land the Native Americans called Kenta-ke is now the state that we call Kentucky. Note the similarity between the Native American name and the state name. Explain that many places in the United States have names that are similar to the names Native Americans used.

Ask students the following questions:

LITERAL—How did Daniel Boone and his friends travel across the Appalachian Mountains?
» Daniel Boone and his friends traveled on a Native American path.

LITERAL—What did Daniel Boone find on the other side of the Appalachian Mountains?
» On the other side of the Appalachian Mountains, Daniel Boone found forests, meadowlands, and land for farming.

Now ask students to look at the images on page 5 as you read aloud.

Daniel wondered how he could bring Rebecca, his children, and everything else he owned to this new land. There was no road through the Appalachian Mountains. It would be difficult for wagons to cross the mountains without a clear path. Daniel knew he needed a wide, flat road that would take them into Kentucky.

Daniel and other men set to work to clear a way through. They cut down tall trees. They worked day and night. The path they cleared was called the Wilderness Road.

The Wilderness Road ended at the Kentucky River, where Daniel Boone and the men built a fort. Daniel named it Fort Boonesboro.

CORE VOCABULARY—Explain that wagons have four wheels and are used to carry heavy loads or people. They are pulled by horses or other strong animals. Some wagons during Daniel Boone’s time were covered to keep the loads dry or out of the sun. Ask students to point to the wagon on page 5.
CORE VOCABULARY—Explain that clear means free of the trees, bushes, and other plants that kept settlers from being able to travel across the land.

CORE VOCABULARY—Explain that to clear is to remove all the trees, bushes, and other plants from a piece of land. The eastern states had lots of trees, so the early settlers had to do a lot of clearing so that they could travel, as well as build homes and farms on the land.

CORE VOCABULARY—Explain that wilderness is an unsettled area, or an area where people have not built homes, farms, or other buildings.

SUPPORT—Ask students if any of them have been somewhere they would call the wilderness. Students might say a beach or camping in the mountains. Explain that true wilderness areas are harder to find today because of all the people who live on Earth.

CORE VOCABULARY—Explain that a fort is a place that is built strong enough to provide protection.

Ask students the following question:

LITERAL—What did Daniel Boone do to get across the mountains?
» Daniel Boone and other settlers cleared a path called the Wilderness Road.

Ask students to look at the image on page 6 as you read aloud.

The Wilderness Road was the only road through the mountains to Kentucky. Thousands of people followed the Wilderness Road across the mountains. They traveled with wagons filled with almost everything they owned and their heads filled with dreams. They wanted to go west.
After reading the page, tell students that they will now watch a short video about Daniel Boone, the Wilderness Road, and Fort Boonesboro. Ask them to pay special attention to what the land and area along the Wilderness Road look like even today. Show the video Daniel Boone’s Wilderness Road from the CKHG Online Resources.

Ask students the following questions:

**LITERAL**—Where did the Wilderness Road go?
» The Wilderness Road went through the Appalachian Mountains to Kentucky.

**INFERENTIAL**—Why do you think the settlers traveled with almost everything they owned?
» The settlers traveled with almost everything they owned because they were moving west to new homes.

**Check for Understanding: Big Question**

**TURN AND TALK**—What did Daniel Boone do that made it easier for more American settlers to move west?
» Daniel Boone found a way to go through the Appalachian Mountains, and he helped build a road to Kentucky.

**Activity Page**  
**Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

**Additional Activities**

**When Daniel Boone Was Growing Up (SL.1.2, SL.1.4)**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Play the video *Stories of America: Daniel Boone*, starting at approximately 2:14.

After the video, ask the following questions:

- What did Daniel Boone get for his twelfth birthday?
  » Daniel Boone got a gun for his twelfth birthday.

- What did Henry think Daniel could do better than anyone else?
  » Henry thought Daniel could see things, such as animals in the forest, better than anyone else.
• Who did Daniel and Henry help?
  » Daniel and Henry helped a young deer.

• Why did Daniel Boone move around so much?
  » He moved around because he felt crowded when more people moved nearby.

• Why did the townspeople say “hooray for Daniel Boone”?
  » They thought Daniel Boone was a true American pioneer and a great leader. He helped make it easier for other people to move west and for America to become a larger country.

What I Know About Daniel Boone (RI.1.2, SL.1.4)

Activity Page

Materials Needed: sufficient copies of What I Know About Daniel Boone (AP 1.4); scissors; glue; blank paper (four pieces per student); crayons, colored pencils, or markers; sufficient copies of Exploring the West Student Book

1. Help students cut the four sentences into separate strips.
2. Help students paste each sentence to the bottom of a blank sheet of paper.
3. Read each sentence aloud.
4. Guide students to put the sentences in order and number the pages.
5. Have students draw a picture for each sentence/page.
CHAPTER 2

The Louisiana Purchase

Primary Focus Objectives

✓ Explain why President Thomas Jefferson wanted the United States to own the land near the Mississippi River, including the city of New Orleans. (SL.1.2, SL.1.4)

✓ Understand the meaning of the following domain-specific vocabulary: purchase, rolling, flatboat, steer, oars, port, and traders. (L.1.4, L.1.5)

Materials Needed

- globe
- blue, black, and brown crayons, colored pencils, or markers
- individual student copies of Exploring the West Student Book
- teacher and individual student copies of Early Exploration of the West (AP 1.3)

What Teachers Need to Know

Geography and Westward Expansion

The Mississippi River has played an important part in the expansion and development of the United States. Control of the Mississippi was one reason for the Louisiana Purchase.

Rising in Minnesota, the river flows 2,340 miles to empty into the Gulf of Mexico south of New Orleans. Along its course, more than 250 tributaries flow into it. Its two major tributaries are the Ohio and Missouri Rivers.

The Rocky Mountains extend for more than three thousand miles from Alaska to New Mexico. The major ranges of the Rocky Mountains are the Southern, Central, and Northern Rockies in the contiguous United States; the Canadian Rockies; and the Brooks Range in Alaska. The Rocky Mountains were more formidable barriers to travel than the Appalachians because the Rockies are, in general, twice as tall as the Appalachians, around thirteen thousand feet to the Appalachians’ six thousand feet. The major pass through the Rockies for travelers in the 1800s was South Pass in Wyoming. The Oregon Trail took this route. Of major topographical interest is the Continental Divide that runs north and south and follows the crest of the mountains. Rivers to the east of this long, high crest flow to the east toward the Arctic or Atlantic Oceans, and rivers to the west flow west toward the Pacific.

Louisiana Purchase

In 1800, France (under Napoleon Bonaparte) had acquired the Louisiana Territory from Spain. Napoleon was interested in rebuilding France’s holdings in North America. In 1802, Americans were banned from using the port of New Orleans on the Mississippi. Closing New Orleans to Americans meant closing the major route by which settlers in the Midwest and South shipped their goods to market.
Thomas Jefferson, president of the United States at the time, sent James Monroe and Robert Livingston to France with an offer to buy New Orleans. Although his political opponents argued for war, Jefferson preferred to avoid a fight. Not only did Napoleon agree to sell New Orleans, but he also offered to sell the entire Louisiana Territory. The price was $15 million.

By 1803, Napoleon had abandoned his dream of an empire in North America. He had lost the colony of Santo Domingo because of a revolt begun by Toussaint L’Ouverture and other enslaved Africans, and Spain had been unwilling to cede Florida to France. Napoleon worried that the United States might someday try to take Louisiana by force. In that event, weakened by the loss of thousands of troops in Santo Domingo, he would not be able to deploy troops to America to defend the territory. Most of all, Napoleon was about to go war with much of Europe and needed money.

**The Core Lesson**

**Introduce “The Louisiana Purchase”**

Using the images from Chapter 1 on pages 2–6, ask students to recall what they learned about Daniel Boone in the last Read Aloud. (Answers may vary but should include that Daniel Boone and other men cleared a path through the Appalachian Mountains that wagons could use to cross the mountains and travel west. This path is known as the Wilderness Road.)

Ask students to refer to their copies of Early Exploration of the West (AP 1.3) to point out the approximate location of the original thirteen states, as well as the Appalachian Mountains.

Tell students that in this Read Aloud, they will learn more about the area to the west of the Appalachian Mountains. Guide students in locating the Mississippi River and the city of New Orleans on the map. Explain that the city of New Orleans still exists today and is located in the state we now call Louisiana. However, back in the time period that students are learning about—i.e., after the Revolutionary War—the Mississippi River and New Orleans were not yet part of America. They had been explored and settled by the country of France.

**Big Question**

Why did President Jefferson want to buy land around New Orleans and the Mississippi River from France?

**Core Vocabulary**

- purchase
- rolling
- flatboat
- steer
- oars
- port
- traders
Distribute copies of the Student Book. Ask students to turn to page 7 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Louisiana Purchase.”

**CORE VOCABULARY**—Explain that a **purchase** is something that is bought with money.

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**The Louisiana Purchase**

Imagine you live with your father, your mother, and your two sisters in a wooden cabin that looks like a small box. Inside the cabin are all the things your family owns. Every morning, you look outside and see that you are surrounded by deep, rolling water. Your home is a house on a boat—a flatboat—that floats in the Mississippi River.

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**CORE VOCABULARY**—Explain that the word **rolling** describes something that has small, gentle hills or slopes. The phrase “rolling water” means that the water is not completely still and flat. Instead, it moves in small, gentle waves.

**CORE VOCABULARY**—Explain that a **flatboat** is a boat with a flat bottom and square corners. It is used to carry loads across the river and can also be used as a house. Point out the flatboat in the image on page 7.

**Ask students the following question:**

**LITERAL**—What is a flatboat?

» A flatboat is a boat that people can live in on a river. It carries everything the family owns.
Now ask students to look at the images on page 8 as you read aloud.

You stand on top of the cabin. You steer the boat with long oars. You drift down the mighty Mississippi River, one of the few ways to reach the West. But you are heading south to the busy city of New Orleans, which will be your new home.

At night, under the light of a glowing lantern, you write down your thoughts and dreams.

CORE VOCABULARY—Explain that to steer is to control the direction something is moving. You steer a car with your hands on a steering wheel. You steer a boat with oars, which are long poles that are flat and wide on one end.

SUPPORT—Have students refer to their copies of Early Exploration of the West (AP 1.3), and have them trace the Mississippi River in blue. Then have them draw an X in black on New Orleans. Help students understand that the Mississippi flows south to New Orleans. Explain that many cities were built along the Mississippi River as settlers moved west. Settlers used the river to carry themselves and goods long distances.

Ask students the following question:

LITERAL—Where is New Orleans located?

» New Orleans is at the southern end of the Mississippi River.
As you get closer to New Orleans, you see boats carrying barrels of apples, salt, bags of flour, tobacco, and wood. These are things Americans trade with one another and with other countries.

Boats constantly stop at the noisy port of New Orleans to load and unload. The port is where traders send goods to other states and across the Atlantic Ocean to Europe. But there is a problem. New Orleans is not an American city. It belongs to France.

**CORE VOCABULARY**—Explain that a **port** is a town or city built around a place where ships can stop to load and unload people and goods.

**CORE VOCABULARY**—Explain that **traders** are people who make a living by exchanging and selling goods.

**SUPPORT**—Display Early Exploration of the West (AP 1.3). Remind students that the land west of the Appalachian Mountains did not all belong to the United States at this time. France owned a lot of the land. **Use the globe to remind students that France is located in Europe, across the Atlantic Ocean.**

**Ask students the following question:**

**LITERAL**—What was New Orleans like?

» New Orleans was a busy port with boats carrying all kinds of goods such as apples, flour, and wood.
The United States owns most of the land from the Atlantic Ocean to the Mississippi River. But if you cross the Mississippi, you are standing on land owned by another country—France. France owns all the land west to the Rocky Mountains. That huge area is called Louisiana and is about as big as the United States at this time.

President Thomas Jefferson wants to buy this land from France. He wants American farmers to more easily use the port of New Orleans. He has written a letter to the French government, and he has sent two men to France to try to buy New Orleans.

**SUPPORT**—Use the map on page 10 to show students how much land France owned, from the Mississippi River west to the Rocky Mountains.

**SUPPORT**—Students in Core Knowledge schools may recall learning about Thomas Jefferson in the Grade 1 CKHG unit *From Colonies to Independence*. Explain that Jefferson wrote the Declaration of Independence when the colonies were fighting for their freedom from Britain. Later, he became president of the United States.

**Ask students the following questions:**

**LITERAL**—Who owned the land between the Mississippi River and the Rocky Mountains?

» France owned the land between the Mississippi River and the Rocky Mountains.

**LITERAL**—What did President Thomas Jefferson want? What did he do?

» President Jefferson wanted to buy land from France. He wanted Americans to be able to use the port of New Orleans. He wrote a letter to the French government and sent two men to France to try to buy New Orleans.
Ask students to look at the images on page 11 as you read aloud.

The ruler of France at this time is Napoleon Bonaparte. Napoleon wants to be the greatest leader in the world. He wants France to be the most powerful country in the world. He is leading France in a war against Great Britain.

At first, Napoleon says he will not sell any land. But he needs lots of money to fight the war against Great Britain. So he changes his mind and says the United States can buy New Orleans and all of Louisiana for $15 million. This may sound like a lot of money, but it is a very low price for all that land.

**SUPPORT**—Ask students if they think $15 million is a lot of money. Most probably will. Explain that the purchase was actually a good deal. The price of the land worked out to be about one half of a cent per acre. Make a connection with the size of an acre to an area that students would be familiar with, such as a part of the school’s playground or an area that consists of four houses/yards.

Ask students the following questions:

**LITERAL**—Why was Napoleon, the ruler of France, willing to sell land to the United States?

» Napoleon was willing to sell land because he needed money to fight a war against Great Britain.

**LITERAL**—How much did the United States pay for New Orleans and all of Louisiana?

» The United States paid $15 million.
The two men sent to France by President Jefferson say yes to the deal, which is called the Louisiana Purchase. President Jefferson hears the good news on the night before the Fourth of July. Soon after, America takes control of New Orleans.

**SUPPORT**—Help students understand the image on the page. The image shows the transfer of ownership of New Orleans after the Louisiana Purchase. Soldiers are taking down the French flag and raising the American flag. Some soldiers have guns raised to fire a salute. The area of New Orleans shown in the image still exists today. It is called Jackson Square.

**SUPPORT**—Have students refer to their copies of Early Exploration of the West (AP 1.3), and have them color the area of the Louisiana Purchase brown.

Ask students the following question:

**LITERAL**—When did the Louisiana Purchase take place?

» It took place right before the Fourth of July.
TURN AND TALK—Why did President Jefferson want to buy land around New Orleans and the Mississippi River from France?

President Jefferson wanted to buy land around New Orleans and the Mississippi River because he wanted American farmers to be able to use the port of New Orleans and the Mississippi River to buy, sell, and trade goods.

Additional Activity

Using Map Skills to Learn More About the Louisiana Purchase

Materials Needed: sufficient copies of Using Map Skills to Learn More About the Louisiana Purchase (AP 2.1); crayons, colored pencils, or markers

Read the following directions aloud. Allow students time to look at the map and complete each task. Provide guidance as needed to help students find each geographical feature.

• Color the two oceans blue.
• Use blue to trace the Mississippi River.
• Use blue to trace the Columbia River.
• Use blue to trace the Missouri River.
• Color the Rocky Mountains brown.
• Color the Louisiana Purchase green.
• Circle New Orleans in red.

Have students find the compass rose on the map. Then ask the following questions:

1. If you lived in New Orleans and wanted to reach the Atlantic Ocean, in which direction would you travel? (east)

2. Is the Louisiana Purchase east or west of the Mississippi River? (west)

3. If you lived in New Orleans, is the Missouri River north or south of you? (north)
CHAPTER 3

Lewis and Clark

Primary Focus Objectives

✓ Identify the purpose of the Lewis and Clark expedition. (SL.1.2, SL.1.3)
✓ Describe the difficulties Lewis and Clark encountered. (SL.1.4)
✓ Understand the meaning of the following domain-specific vocabulary: territory, hatchets, mosquitoes, guide, and odds. (L.1.4, L.1.5)

Materials Needed

• individual student copies of Exploring the West Student Book
• teacher and individual student copies of Early Exploration of the West (AP 1.3)
• images of antelope, pelican, and prairie dogs

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Once the American flag was raised over New Orleans on December 20, 1803, the question was this: what had the United States bought? Jefferson was eager to find out and appointed his private secretary, Meriwether Lewis, to lead an expedition into the territory. A former military man, Lewis had a great deal of experience in what was then called the West (Old Northwest) and was a naturalist. His coleader was William Clark, also a soldier, who had seen action in the West and who brought experience dealing with Native Americans. Together, they signed up around forty men for their Corps of Discovery; in the spring of 1804, they set off up the Missouri River.

By fall of that year, the Corps had reached what is today North Dakota. They wintered in a fort the explorers built, named Fort Mandan after the local Native Americans. Among the Mandan, Lewis and Clark met and hired as guides and interpreters a French-Canadian trader named Toussaint Charbonneau (/shar*bon*o/) and his Shoshone (/sho*sho*nee/) wife, Sacagawea (/sack*uh*gah*way*uh/). In April 1805, the expedition and its new members continued their journey northwest. In May, they saw the Rockies, and in June, they came to the Great Falls in what is now the state of Montana. Carrying the canoes and boats through the mountains was hard going, but by late summer, the Corps had crossed the Continental Divide at Lemhi Pass in what is now Montana. By November, sailing down the Columbia
River, they reached the Pacific Ocean, where expedition members built Fort Clatsop and spent the winter of 1805–1806. When spring came, the Corps set off on its return trip. By September 1806, the Corps was back in St. Louis, where they had begun two years earlier.

The expedition had certain instructions from Jefferson. They were to look for a water route that would connect the Upper Mississippi with the Pacific Ocean, establish contact with the Native Americans of the region, and make notes about and collect specimens of the plants, animals, and minerals they found, which were to be sent to Washington for study. The Corps discovered that the Rockies stood in the way of an all-water route to the Pacific, but the expedition did establish official relations with many Native American groups. The most valuable information the expedition brought back, however, was the notes, drawings, and specimens of what they saw. The Lewis and Clark expedition stimulated interest in the West and brought thousands of settlers into the territory.

THE CORE LESSON

Introduce “Lewis and Clark”

Using the images from Chapter 2 on pages 7–12, ask students to recall what they learned about the Louisiana Purchase in the last Read Aloud. (Answers may vary but should include that President Thomas Jefferson wanted to purchase New Orleans and the surrounding area so that Americans would have a route by which settlers in the Midwest and South could ship their goods to market.) Ask students to refer to their copies of Early Exploration of the West (AP 1.3) and point out the Appalachian Mountains, Mississippi River, and city of New Orleans.

Big Question

What was the Corps of Discovery's journey like?

Core Vocabulary

territory hatchets mosquitoes guide odds
Lewis and Clark

Many people, including President Jefferson, were curious to find out what was out there in the Louisiana Territory. How big was it? Who were the Native Americans living there? Was there a river that went all the way across the Louisiana Territory to the Pacific Ocean? President Jefferson decided to send two men, Meriwether Lewis and William Clark, to explore this land.

Meriwether Lewis was an army leader who knew how to live outdoors. William Clark had also been a soldier. He had explored frontier lands and was a talented artist.

**CORE VOCABULARY**—Explain that a **territory** is an area of land.

**SUPPORT**—Point out that Thomas Jefferson purchased the Louisiana Territory without knowing much about it. He knew about New Orleans and the area along the Mississippi River, but no U.S. settlers had explored much west of the river.

**SUPPORT**—Explain that Thomas Jefferson chose Lewis and Clark because they both knew things that would be helpful on their exploration. Meriwether Lewis knew a lot about living outdoors thanks to his mother; she had taught him how to make medicines from leaves and berries. William Clark used his artistic talent to draw maps and pictures.

**Ask students the following question:**

**LITERAL**—Who did Thomas Jefferson choose to explore the Louisiana Territory?

» Jefferson chose Meriwether Lewis and William Clark to explore the Louisiana Territory.
Lewis and Clark led a group of about forty men. They called themselves the Corps of Discovery. The Corps started their journey by traveling in two large canoes on the Missouri River. One of the canoes carried tents, tools, clothing, guns, and food.

The Corps brought such things as hatchets and mirrors to trade with Native Americans. Their horses walked ahead on the banks of the river. Lewis’s dog also traveled with the group.

**CORE VOCABULARY**—Explain that **hatchets** are small axes with a handle and a sharp edge used for cutting and chopping wood.

**SUPPORT**—Explain that canoes are long, narrow boats. Point out one of the canoes in the image on page 14.

**Note to Teacher:** Students in Core Knowledge schools may recall learning about hatchets and canoes in the Grade K unit *Native Americans*.

**Ask students the following questions:**

**LITERAL**—How did Lewis and Clark start their journey through the Louisiana Territory?

» They started their journey by traveling in canoes on the Missouri River.

**LITERAL**—What did Lewis and Clark bring to trade with the Native Americans?

» They brought things such as mirrors and hatchets to trade.
INFERENTIAL—Why do you think Lewis and Clark brought things to trade with the Native Americans? Why might they have chosen hatchets and mirrors to trade?

Lewis and Clark probably brought things to trade with the Native Americans as a way to persuade them to be friendly and to help the Corps of Discovery during their journey. They may have also exchanged these things for food from the Native Americans.

Lewis and Clark may have chosen to bring hatchets to trade because these tools may have been useful to the Native Americans. They may have brought mirrors because it was unlikely the Native Americans had seen mirrors before.

Ask students to look at the images on page 15 as you read aloud.

The summer sun blazed down on the men. Heavy rains soaked them. Mosquitoes bit them. They saw animals they had never seen before—antelope, white pelicans, and prairie dogs. Lewis called prairie dogs “barking squirrels.” But when winter came, the men had to stop. Rivers froze over.

The men built a fortlike shelter to protect themselves from the bitter cold. The Mandan people, who lived nearby, visited them, telling stories about the great Rocky Mountains ahead. The Mandan had long traded with and helped trappers involved in the fur trade.

CORE VOCABULARY—Explain that mosquitoes are flying insects that can bite.

SUPPORT—Show students the images of an antelope, a pelican, and prairie dogs from the CKHG Online Resources.

SUPPORT—Help students understand the challenges that Lewis and Clark faced. They were traveling without many things that keep people comfortable today. They were out in the hot sun, cold rain, heavy winds, and snowstorms. They had bugs biting them, plants scratching them, and sunburns. They got sick very easily. Their travels were very difficult.
**SUPPORT**—Explain that Lewis and Clark were the first European Americans to see many of the animals mentioned because those animals live in a small area of the United States. Throughout Lewis and Clark’s four-hundred-mile journey, they wrote about and drew pictures of 178 new plants and 122 new animals.

**Ask students the following questions:**

**LITERAL**—What made Lewis and Clark’s journey difficult?

» Lewis and Clark’s journey was difficult because of the summer sun, heavy rains, and mosquitoes.

**LITERAL**—Who were the Mandan people?

» The Mandan people were Native Americans with whom Lewis and Clark spent the winter.

**Now ask students to look at the image on page 16 as you read aloud.**

When the warm breezes of spring came, the Corps began their trip again. A young Shoshone woman named Sacagawea went along as a guide. She knew the land ahead, and she could speak several Native American languages. Sacagawea’s husband, Charbonneau, and her baby, Jean Baptiste, went along too. The Corps called the baby Little Pomp!

**Note to Teacher:** *Shoshone* is pronounced (/sho*sho*nee/), and *Sacagawea* is pronounced (/sack*uh*gah*way*uh/). While it was once believed *Sacagawea* was pronounced (/sack*uh*juh*wee*uh/), historians now believe her name uses a hard ‘g’ sound.

**CORE VOCABULARY**—Explain that a **guide** is someone who leads or shows the way on a journey.
**Note to Teacher:** *Charbonneau* is pronounced (/ʃɑr*bon*oh/), and *Jean Baptiste* is pronounced (/zhahn/bap*teest/).

**Ask students the following questions:**

**LITERAL**—Who was Sacagawea?

» Sacagawea was a Shoshone woman who helped guide Lewis and Clark.

**LITERAL**—Why did Lewis and Clark ask Sacagawea to be their guide?

» They asked Sacagawea to be their guide because she knew the land and could speak some Native American languages.

**Ask students to look at the images on page 17 as you read aloud.**

As the Corps traveled west, the rivers they journeyed along got smaller. Finally, the rivers ended. Up ahead were the mighty Rocky Mountains, which blocked the way west. The men and Sacagawea would have to climb over them.

When winter came again, the snow made the journey almost impossible. The explorers were wet and cold and half-starved. They could not find animals to hunt. The Corps melted snow for drinking water and ate candles, which were made of animal fat.

**Activity Page** AP 1.3

**SUPPORT**—Have students find the Rocky Mountains on their Early Exploration of the West (AP 1.3).

**SUPPORT**—Talk about the geography of the path Lewis and Clark were taking. Up to this point, they had spent a lot of time in their canoes on rivers. Now Lewis and Clark faced having to travel by foot and on horses as they went up and over big mountains. They no longer could carry all their belongings in their canoes. They had to carry everything themselves or on horses.
Ask students the following questions:

**LITERAL**—How did Lewis and Clark cross the Rocky Mountains?

» Lewis and Clark climbed over the Rocky Mountains.

**LITERAL**—What did Lewis and Clark eat and drink during the winter in the Rocky Mountains?

» They melted snow for water and ate candles made of animal fat.

Now ask students to look at the images on page 18 as you read aloud.

**SUPPORT**—Have students study the picture of Lewis and Clark traveling on the Columbia River. Ask them to describe what they see. Students should notice the canoes, the winding river and rapids, and the rocks. Explain that Lewis and Clark had to get new canoes from local Indians near the Columbia River since they left their canoes back before they crossed the Rocky Mountains.

**SUPPORT**—Have students take out their Early Exploration of the West (AP 1.3) and review the location of the Columbia River. Point out that the Columbia River was the last challenge that Lewis and Clark faced before reaching the Pacific Ocean.
CORE VOCABULARY—Explain that **odds** refer to the chance that something will happen. “Against all odds” means that even though there were a lot of things that could have stopped Lewis and Clark from continuing on their journey, they still made it.

**Ask students the following question:**

**LITERAL**—Which river took Lewis and Clark to the Pacific Ocean?

» The Columbia River took Lewis and Clark to the Pacific Ocean.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What was the Corps of Discovery’s journey like?

» The Corps of Discovery’s journey was very tough. The expedition members had to travel a long way with canoes carrying all of their belongings. They had to be in the hot sun and rain. They were bitten by mosquitoes. They had to cross the Rocky Mountains in the wintertime. They finally made it to the Columbia River and then the Pacific Ocean. They were lucky to have the Native American Sacagawea as a guide to help them find their way.

**Additional Activities**

**York: The Slave Who Traveled with Lewis and Clark**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

**Note to Teacher: Talking About Slavery** The following activity features York, a slave who traveled with Lewis and Clark. As the video reveals, York was a great help to the explorers and yet never received payment for his service or his freedom.

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence. Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge History and Geography™ (CKHG™) materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, and *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property. In CKHG, we acknowledge the logic of both perspectives and sometimes refer to *slaves* and at other times refer to *enslaved persons* or *enslaved workers.*
Remind students that Lewis and Clark did not travel alone. They were the leaders of a group called the Corps of Discovery. One member of the group was different from the rest. He was the only African American, and he was a slave. His name was York.

Show students the video York (02:58).

After the video, use the following questions to guide a discussion about York and his experiences:

• Who did York belong to?
  » William Clark (or the Clark family)

• How did York help the expedition?
  » Possible responses: He scouted; he hunted, which provided food; he provided protection; he saved Lewis from a grizzly bear.

• After the expedition, how was York treated differently from the other members of the group?
  » He was the only member of the expedition who did not receive money and land for his service.

• What did York ask for? Did he get it?
  » He asked for his freedom. He did not get it. Clark would not give it to him.

• How is York honored today?
  » There are islands and a river in Montana that are named for him. There are also statues of him in Louisville and in Oregon. President Clinton gave him an honorary rank in the U.S. Army.

 Songs of the West

Materials Needed: internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the songs may be found:

www.coreknowledge.org/ckhg-online-resources

To get students interested in the music, play the “Lewis & Clark Song” video first. This modern take on the Lewis and Clark story should be fun for students to listen to.

Then play “Home on the Range.” Explain that this folk song was originally part of a poem written more than a hundred years ago. It is the state song of Kansas and the unofficial song of the American West. If watching the video, when done ask students what scenes they liked best (for example, the cowboys riding horses, the buffalo crossing the river, the waterfalls, etc.).

Play “On Top of Old Smokey.” Note that this link is just audio; there are no images. Explain that this song was sung for many years by people living in the Appalachian mountain region. It is a love song about courting, which is an old-fashioned way to say “dating.” Smokey refers to the Smoky Mountains, which are part of the Appalachians.

Finally, play the “On Top of Spaghetti” video. Ask students if they have heard the song before. Help students understand that this is a different version of “On Top of Old Smokey”: it uses the same tune but has different lyrics (words). While “On Top of Old Smokey” is a love song, “On Top of Spaghetti” is meant to be funny.
CHAPTER 4

Sacagawea

Primary Focus Objectives

✓ Describe Sacagawea’s early years. (SL.1.4)
✓ Explain the different ways that Sacagawea helped the Lewis and Clark expedition. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: captured, bark, berries, and roots. (L.1.4, L.1.5)

Materials Needed

- individual student copies of Exploring the West Student Book
- teacher and individual student copies of Early Exploration of the West (AP 1.3)
- red crayons, colored pencils, or markers

What Teachers Need to Know

Sacagawea was a young Shoshone woman who was the wife of a French-Canadian trader, Toussaint Charbonneau. She had been kidnapped by the Hidatsa tribe as a child and sold to a Mandan who later traded her to Charbonneau. Charbonneau signed on with Lewis and Clark as an interpreter and guide during the winter of 1804–1805. Sacagawea, who was pregnant during the early stages of the expedition, went with him, carrying their newborn son on her back. Sacagawea proved to be of great help in enlisting the aid of Native Americans when the Corps reached the area of the Upper Missouri River, where she grew up. In late summer of 1805, the Corps came across Sacagawea’s tribe and her brother Cameahwait. She persuaded the Shoshone to provide horses for the expedition, and the Shoshone also guided the Corps through the mountains of Idaho until it reached the Nez Percé nation.

Sacagawea is commemorated on the dollar coin named for her.

The Core Lesson

Introduce “Sacagawea”

Using the images from Chapter 3 on pages 13–18, ask students to recall what they learned about Lewis and Clark in the last Read Aloud. (Answers may vary but should include that at the request of Thomas Jefferson, Lewis and Clark explored the Louisiana Territory, the land west of the Mississippi River that was purchased from France. They found many different kinds of animals that they had never seen before, had the help of a Native American guide named Sacagawea and her husband, crossed the Rocky Mountains, and traveled all the way to the Pacific Ocean.)
Tell students that in this Read Aloud, they will learn more about Sacagawea. She is a heroine of the American West. She was the only female member of the Lewis and Clark expedition. She braved the 2,500-mile trek with her baby strapped to her back for much of the journey. Lewis and Clark might never have reached the Pacific Ocean without her. **Ask students to listen carefully to find out more about Sacagawea and how she helped Lewis and Clark.**

**Big Question**

What are some of the different ways that Sacagawea helped Lewis and Clark?

**Core Vocabulary**

- captured
- bark
- berries
- roots

**Chapter 4: “Sacagawea”**

Distribute copies of the Student Book. Ask students to turn to page 19 of the Student Book and look at the image as you read aloud. **Tell students that the title of this chapter is “Sacagawea.”**

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**Sacagawea**

You have already met Sacagawea. But there is much more to her story. When Sacagawea was ten years old, she was captured and taken far away from her home by the Hidatsa, a Native American people.

When she was older, Sacagawea married Charbonneau, a French Canadian. Together, they hunted animals and traded furs. When they met Meriwether Lewis and William Clark, they joined the Corps.
CORE VOCABULARY—Explain that **captured** means taken by force and kept as a prisoner.

SUPPORT—**Have students study the image of Sacagawea. Then ask them to describe what they see.** Students should notice her clothes, the necklaces around her neck, the blanket she is on, part of the teepee behind her, and the baby in her lap. Explain that Sacagawea's clothes were made out of deerskin and decorated with beads and porcupine quills. The fringe on the end of the sleeves and bottom of her dress was made by cutting the skin into long strips. Point out that Sacagawea carried her baby on a cradleboard (also called a papoose). The baby would be swaddled tightly in a blanket and tied to the board. The board could be carried in one's arms or on one's back.

**Ask students the following questions:**

**LITERAL—**What happened to Sacagawea as a child?

» Sacagawea was captured by the Hidatsa when she was ten years old.

**LITERAL—**Who was Charbonneau?

» He was a French Canadian who married Sacagawea.

Now ask students to **look at the image on page 20 as you read aloud.**
SUPPORT—Remind students that the Corps of Discovery had to carry everything it owned in its canoes. **Ask students what would have happened if Sacagawea had not been able to save everything that was in the canoe.** *(Students should understand that if the Corps's things were destroyed in the water, the expedition would have had a harder time traveling and might have had to wait to get more supplies or turn around and go back home.)*

**Ask students the following question:**

**LITERAL**—What did Sacagawea do when Charbonneau accidentally turned the canoe over?

» Sacagawea jumped in the river and saved all the things that had washed overboard.

**Ask students to look at the image on page 21 as you read aloud.**

Lewis and Clark wrote that Sacagawea was brave and strong. When the Corps began to walk across the Rocky Mountains, Sacagawea knew she was back home in the land of her people, the Shoshone. She noticed that tree bark had been removed to make food and medicine. This was a sign that the Shoshone were nearby.

**CORE VOCABULARY**—Explain that bark is the rough outer layer of a bush or a tree. It is like the tree’s skin.
Ask students the following questions:

**LITERAL**—What did Lewis and Clark think of Sacagawea?

» They thought she was brave and strong.

**LITERAL**—Where did the Shoshone live?

» The Shoshone lived near the Rocky Mountains.

**LITERAL**—How did Sacagawea know she was near her people?

» Sacagawea saw trees that were missing bark. She knew that her people used the bark from trees to make food and medicine.

Now ask students to look at the image on page 22 as you read aloud.

The Corps needed horses to carry all their belongings across the Rocky Mountains. The explorers needed to trade some of the things they had brought for horses. When they met the Shoshone chief, Sacagawea gasped.

SUPPORT—Explain that *gasp* means to have breathed in suddenly and loudly. It is often a sign of surprise. **Have a volunteer act out a gasp.** Talk about why Sacagawea would gasp when she saw her brother. (*She had been captured and taken away from her family many years ago, so it would be a surprise to suddenly see her brother.*)
Ask students the following questions:

**LITERAL**—What did the Corps of Discovery need to cross the mountains?

» The Corps of Discovery needed horses and new guides to cross the mountains.

**LITERAL**—How did the Corps get the horses it needed?

» The expedition traded for the horses.

Ask students to look at the image on page 23 as you read aloud.

Sacagawea also helped the Corps cross the dangerous, snow-covered Rocky Mountains. When the Corps ran low on food, she knew which berries and roots to eat. Sacagawea helped keep the men alive. Without her, it is unlikely that Lewis and Clark would have made it to the Pacific Ocean.

**CORE VOCABULARY**—Explain that **berries** are small fruits that have seeds.

**CORE VOCABULARY**—Explain that **roots** are parts of plants that are underground.

Ask students the following question:

**LITERAL**—How did Sacagawea help when the Corps didn’t have much food?

» Sacagawea helped find berries and roots to eat.
Sacagawea was a strong, brave woman. We have named mountains and rivers after her. There are statues of her all over our country. Two hundred years later, people still remember her. The United States has made a dollar coin that shows her picture.

Ask students the following questions:

**LITERAL**—What is on the dollar coin made in honor of Sacagawea?

» The dollar coin made for Sacagawea has a picture of her and her baby on it.

**EVALUATIVE**—Now that you have learned about Sacagawea, how would you describe her?

» Answers will vary, but students may note that Sacagawea was unusually strong to join the Lewis and Clark expedition with a new baby. She was brave when she jumped in the river to save Lewis and Clark’s things, and she was resourceful, keeping the Corps alive during the winter by showing them what to eat.
Ask students to look at the image on page 25.

SUPPORT—Have students use their fingers to trace Lewis and Clark’s route on the map in the Student Book. Then have them take out their Early Exploration of the West (AP 1.3), and have them trace the same path in red.

Ask students the following question:

LITERAL—Describe the Lewis and Clark route, where it started, and where it ended.

» The Lewis and Clark route started in St. Louis. They took the Missouri River and then crossed the Rocky Mountains. Then they took the Columbia River to get to the Pacific Ocean.
TURN AND TALK—What are some of the different ways that Sacagawea helped Lewis and Clark?

Sacagawea helped Lewis and Clark by being their guide, talking to other Native American tribes, saving their things when a canoe turned over, and helping find things to eat when food was hard to find.

Additional Activity

More About Sacagawea

Materials Needed: internet access, capability to display internet in the classroom, sufficient copies of The Story of Sacagawea (AP 4.1)

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Play the video about Sacagawea. Afterward, ask students how they can be like Sacagawea. (Possible responses: Be helpful to others; be brave when you’re not sure where your journey will go; be strong even when sad things happen to you; always have hope and good things will come when you move forward.)

Distribute copies of The Story of Sacagawea (AP 4.1). Have students study the images. Then read aloud the captions. Guide students to put the images in the correct order by writing 1, 2, 3, or 4 on the blank next to each image.
# Teacher Resources

**Culminating Activity: Exploring the West**
- *Exploring the West* Game
- Classroom Mural
- *My Book About Exploring the West*

**Unit Assessment: Exploring the West**
- Unit Assessment Questions: *Exploring the West*
- Unit Assessment Student Answer Sheet

**Performance Task: Exploring the West**
- Performance Task Activity: *Exploring the West*
- Performance Task Scoring Rubric

**My Passport**
- Directions for Making My Passport
- Introducing My Passport to Students
- My Passport Activity for *Exploring the West*

**Activity Pages**
- Letter to Family (AP 1.1)
- Map of the Thirteen States (AP 1.2)
- Early Exploration of the West (AP 1.3)
- What I Know About Daniel Boone (AP 1.4)
- Using Map Skills to Learn More About the Louisiana Purchase (AP 2.1)
- The Story of Sacagawea (AP 4.1)
- *Exploring the West* Game Board (AP CA.1)

**Answer Key: Exploring the West—Unit Assessment and Activity Pages**

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Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at [https://www.coreknowledge.org/community/](https://www.coreknowledge.org/community/). You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
Culminating Activity: Exploring the West

Exploring the West Game

Activity Page AP CA.1

Materials Needed: sufficient copies of Exploring the West Game Board (CA.1); pencils, crayons, or markers

Background for Teachers: Make five copies of the game board prior to class.

Divide the class into five teams. Give each team a game board. Assign a responder and a scorekeeper on each team. Rotate round robin, posing a question from the list below to each team. Team members can consult one another to come up with the answer to the question. You may also allow students to refer to their Student Books.

Then ask the team responder to respond. If the response is correct, the scorekeeper colors in one box, starting at the far right next to the Atlantic Ocean. If the response is incorrect, the team does not mark anything on the map and the same question is then posed to the next team.

Play continues until a team has “explored the West” and reaches the Pacific Ocean.

Questions:

- Who taught Daniel Boone how to hunt? (Native Americans)
- Where did Daniel Boone live with his wife and ten children? (North Carolina)
- What mountains did Daniel Boone explore? (the Appalachian Mountains)
- What did Kenta-ke stand for? (meadowland)
- Who built the Wilderness Road? (Daniel Boone and other men)
- Where is Fort Boonesboro? (Kentucky)
- What is a house that floats in a river called? (a flatboat)
- What city is at the end of the Mississippi River? (New Orleans)
- Who owned New Orleans before it became part of the United States? (France)
- Which U.S. president wanted to buy New Orleans? (Thomas Jefferson)
- Who was the ruler of France who agreed to sell New Orleans? (Napoleon Bonaparte)
- How much did the Louisiana Territory sell for? ($15 million)
- Who did President Jefferson send to explore the Louisiana Territory? (Lewis and Clark)
- How many men went with Lewis and Clark on their expedition? (about forty men)
- What was Lewis and Clark’s expedition group called? (the Corps of Discovery)
- What river did the Corps travel on first? (the Missouri River)
- How did the Corps carry all its belongings? (They carried everything in canoes.)
- What did the Corps bring to trade with the Native Americans? (things such as mirrors and hatchets)
- Name one animal that Lewis and Clark discovered. (prairie dogs or antelope or white pelicans)
• Which Native American tribe helped Lewis and Clark during the bitter cold winter? (the Mandan)
• Who did Lewis and Clark ask to be their guide? (Sacagawea and her husband, Charbonneau)
• What tribe did Sacagawea belong to? (the Shoshone)
• What major mountain range did Lewis and Clark have to travel across? (the Rocky Mountains)
• What is the final river that Lewis and Clark traveled on? (the Columbia River)
• Did Lewis and Clark reach the Pacific Ocean? (yes)
• What happened to Sacagawea when she was ten years old? (She was captured by another tribe.)
• How did Sacagawea know she was in the land of her people? (She noticed trees with stripped bark.)
• What did the Shoshone give to Lewis and Clark in trade? (horses)
• How did Sacagawea help keep the Corps alive? (She helped them find food when food was hard to find during the winter.)

Classroom Mural

Materials Needed: Exploring the West coloring pages; crayons, colored pencils, or markers; butcher-block paper; tape, glue, or stapler

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the links to the coloring pages may be found:

www.coreknowledge.org/ckhg-online-resources

Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.

My Book About Exploring the West

Materials Needed: sufficient copies of My Book About Exploring the West (see pages 56–68), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Exploring the West and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.
Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about exploration of the West that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- mountains
- a river
- Daniel Boone
- a wagon
- a fort
- Lewis and Clark
- a canoe
- Sacagawea

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into four groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed. Prompt and elaborate on what students say about each chapter to make sure the following points are made:

**Chapter 1**
- Daniel Boone, like many other Americans, had heard about the land to the west and wanted to explore it.
- Daniel Boone used what he had learned from Native Americans when he was young to travel across the Appalachian Mountains.
- Daniel Boone and other men helped to build the Wilderness Road, a path over the Appalachian Mountains.
- Daniel Boone saw forests and meadowlands and built a fort in what is now Kentucky.
- The Wilderness Road helped thousands to head west with all their belongings.

**Chapter 2**
- New Orleans was a busy port city at the end of the Mississippi River, and lots of people traded goods there.
- President Jefferson wanted to buy New Orleans from France because he wanted to make sure that the American settlers out west would have a way to keep trading their goods.
- Jefferson bought the Louisiana Territory from Napoleon Bonaparte for $15 million.
- The Louisiana Purchase gave New Orleans and land that stretched west to the Rocky Mountains to the United States.
Chapter 3

• President Jefferson sent Lewis and Clark to explore the land that came with the Louisiana Purchase.
• Jefferson wanted to see if there was a river that went all the way to the Pacific Ocean.
• Lewis and Clark and the Corps of Discovery traveled on the Missouri River with canoes carrying all of their belongings.
• The Corps of Discovery had to deal with heat, rain, wind, and mosquitoes during its expedition.
• Lewis and Clark kept a journal of their expedition and recorded new plants and animals they discovered.
• Lewis and Clark met Sacagawea—a Shoshone Indian—and her French-Canadian husband and asked them to be their guides.

Chapter 4

• Sacagawea was captured by the Hidatsa when she was a little girl, and then she was married to a French-Canadian fur trapper.
• Sacagawea was very helpful to the Corps of Discovery as it traveled west.
• Sacagawea showed she was strong and brave by helping the men find food and saving their belongings from being destroyed in the river.
• Sacagawea found her brother again, and he helped Lewis and Clark cross the Rocky Mountains.
• Sacagawea is remembered today for her bravery with a coin and statues.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
My Book About Exploring the West by
Daniel Boone

As a boy, Daniel Boone made friends with the Lenape, the Native Americans who lived in the forests. They taught him many skills, such as how to walk quietly on wooded paths, how to follow footprints made by animals, and how to hunt.

When he grew up, Daniel Boone and his wife, Rebecca, lived in the forest in North Carolina. They had ten children, and they lived together in a big, one-room log house. Over time, Daniel began to think about moving farther west.

Daniel, like other Americans, had heard about beautiful land in the western part of the United States. At the time, about one million Americans lived up and down the East Coast.

He had heard about new places where they could farm and build towns.

Now Daniel and others wanted to explore these places, but their path was blocked by the Appalachian Mountains.
Daniel set off with friends to find a way through the Appalachian Mountains. The men came upon a Native American path that made it easier for them to make their way.

Native Americans hunted in the Appalachian Mountains and in the forests on the land below. They called this area Kenta-ke, which means "meadowland." Across the mountains, the men saw land for farming and large, leafy forests.

Daniel wondered how he could bring Rebecca, his children, and everything else he owned to this new land. There was no road through the Appalachian Mountains. It would be difficult for wagons to cross the mountains without a clear path. Daniel knew he needed a wide, flat road that would take them into Kentucky.

Daniel and other men set to work to clear a way through. They cut down tall trees. They worked day and night. The path they cleared was called the Wilderness Road.

The Wilderness Road ended at the Kentucky River, where Daniel Boone and the men built a fort. Daniel named it Fort Boonesboro.
The Wilderness Road was the only road through the mountains to Kentucky. Thousands of people followed the Wilderness Road... with wagons filled with almost everything they owned and their heads filled with dreams. They wanted to go west.

Imagine you live with your father, your mother, and your two sisters in a wooden cabin that looks like a small box. Inside the cabin are all the things your family owns. Every morning, you look outside and see that you are surrounded by deep, rolling water. Your home is a house on a boat—a flatboat—that floats in the Mississippi River.
You stand on top of the cabin. You steer the boat with long oars. You drift down the mighty Mississippi River, one of the few ways to reach the West. But you are heading south to the busy city of New Orleans, which will be your new home.

At night, under the light of a glowing lantern, you write down your thoughts and dreams.

As you get closer to New Orleans, you see boats carrying barrels of apples, salt, bags of flour, tobacco, and wood. These are things Americans trade with one another and with other countries.

Boats constantly stop at the noisy port of New Orleans to load and unload. The port is where traders send goods to other states and across the Atlantic Ocean to Europe. But there is a problem. New Orleans is not an American city. It belongs to France.
The United States owns most of the land from the Atlantic Ocean to the Mississippi River. But if you cross the Mississippi, you are standing on land owned by another country—France. France owns all the land west to the Rocky Mountains. That huge area is called Louisiana and is about as big as the United States at this time.

President Thomas Jefferson wants to buy this land from France. He wants American farmers to more easily use the port of New Orleans. He has written a letter to the French government, and he has sent two men to France to try to buy New Orleans.

The ruler of France at this time is Napoleon Bonaparte. Napoleon wants to be the greatest leader in the world. He wants France to be the most powerful country in the world. He is leading France in a war against Great Britain.

At first, Napoleon says he will not sell any land. But he needs lots of money to fight the war against Great Britain. So he changes his mind and says the United States can buy New Orleans and all of Louisiana for $15 million. This may sound like a lot of money, but it is a very low price for all that land.
Lewis and Clark

Many people, including President Jefferson, were curious to find out what was out there in the Louisiana Territory. How big was it? Who were the Native Americans living there? Was there a river that went all the way across the Louisiana Territory to the Pacific Ocean? President Jefferson decided to send two men, Meriwether Lewis and William Clark, to explore this land.

Meriwether Lewis was an army leader who knew how to live outdoors. William Clark had also been a soldier. He had explored frontier lands and was a talented artist.

The two men sent to France by President Jefferson say yes to the deal, which is called the Louisiana Purchase. President Jefferson hears the good news on the night before the Fourth of July. Soon after, America takes control of New Orleans.
Lewis and Clark led a group of about forty men. They called themselves the Corps of Discovery. The Corps started their journey by traveling in two large canoes on the Missouri River. One of the canoes carried tents, tools, clothing, guns, and food.

The summer sun blazed down on the men. Heavy rains soaked them. Mosquitoes bit them. They had never seen or heard of some of the animals they saw: antelope, white pelicans, and prairie dogs. Lewis called prairie dogs “barking squirrels.” But when winter came, the men had to stop. Rivers froze over.

The Corps brought such things as hatchets and mirrors to trade with Native Americans. Their horses walked ahead on the banks of the river. Lewis’s dog also traveled with the group.

Lewis and Clark visited the Mandan people, who lived nearby, telling them stories about the great Rocky Mountains ahead. The Mandan had long traded with and helped trappers involved in the fur trade.

The Mandan built a fortlike shelter to protect themselves from the bitter cold. The Mandan people, who lived nearby, visited them, telling them stories about the great Rocky Mountains ahead. The Mandan had long traded with and helped trappers involved in the fur trade.
When the warm breezes of spring came, the Corps began their trip again. A young Shoshone woman named Sacagawea went along as a guide. She knew the land ahead, and she could speak several Native American languages. Sacagawea's husband, Charbonneau, and her baby, Jean Baptiste, went along too. The Corps called the baby Little Pomp!

As the Corps traveled west, the rivers they journeyed along got smaller. Finally, the rivers ended. Up ahead were the mighty Rocky Mountains, which blocked the way west. The men and Sacagawea would have to climb over them.

When winter came again, the snow made the journey almost impossible. The explorers were wet and cold and half-starved. They could not find animals to hunt. The Corps melted snow for drinking water and ate candles, which were made of animal fat.
The Corps traveled across the Rocky Mountains for three and a half months. Finally, they stood on the shores of the Pacific Ocean. Against all odds, they had succeeded!

Sacagawea

You have already met Sacagawea. But there is much more to her story. When Sacagawea was ten years old, she was captured and taken far away from her home by the Hidatsa, a Native American people. When she was older, Sacagawea married Charbonneau, a French Canadian. Together, they hunted animals and traded furs. When they met Meriwether Lewis and William Clark, they joined the Corps.
One day, both Lewis and Clark walked along the edge of the river. A sudden wind struck the canoe that carried all their papers, books, tools, medicines, and everything else they owned. Charbonneau was in the canoe, but he didn’t know how to swim. He accidentally turned the canoe over on its side, dumping everything into the river. Sacagawea jumped into the river and saved all the things that had washed overboard.

Lewis and Clark wrote that Sacagawea was brave and strong. When the Corps began to walk across the Rocky Mountains, Sacagawea knew she was back home in the land of her people, the Shoshone. She noticed that tree bark had been removed to make food and medicine. This was a sign that the Shoshone were nearby.
The chief was her long-lost brother! She had found her family again. Her brother agreed to trade horses to Lewis and Clark and to send guides to show them the way across the mountains.

Sacagawea also helped the Corps across the dangerous, snow-covered Rocky Mountains. When the Corps ran low on food, she knew which berries and roots to eat. Sacagawea helped keep the men alive. Without her, it is unlikely that Lewis and Clark would have made it to the Pacific Ocean.
Sacagawea was a strong, brave woman. We have named mountains and rivers after her. There are statues of her all over our country. Two hundred years later, people still remember her. The United States has made a dollar coin that shows her picture.
Unit Assessment Questions: Exploring the West

Make sufficient copies of the Student Answer Sheet for each student; see pages 71–74 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. In Daniel Boone’s time, American settlers wanted more land to farm. To find it, they usually went ___________.
   a) south
   b) west
   c) north

2. The Wilderness Road opened a route through the ___________.
   a) Appalachian Mountains
   b) Mississippi River
   c) Rocky Mountains

3. Daniel Boone built a ___________ and called it Boonesboro.
   a) canoe
   b) fort
   c) flatboat

4. If you traveled all the way south on the Mississippi River, where would you end up?
   a) Kentucky
   b) Boonesboro
   c) New Orleans

5. Who wanted to buy New Orleans?
   a) Thomas Jefferson
   b) Daniel Boone
   c) Napoleon Bonaparte

6. The United States bought the Louisiana Territory from ___________.
   a) France
   b) Great Britain
   c) the Shoshone

7. To get to the Pacific Ocean, Lewis and Clark had to climb over the ___________.
   a) Mississippi River
   b) Appalachian Mountains
   c) Rocky Mountains
8. The people that Thomas Jefferson chose to explore the Louisiana Territory were ____________.
   a) Lewis and Clark
   b) Daniel Boone and his friends
   c) Sacagawea and Charbonneau

9. The Shoshone woman who helped Lewis and Clark on their trip was ____________.
   a) Charbonneau
   b) Sacagawea
   c) Little Pomp

10. On their journey, Lewis and Clark went as far west as the ____________.
    a) Atlantic Ocean
    b) Arctic Ocean
    c) Pacific Ocean
Unit Assessment Student Answer Sheet: Exploring the West

4. a.  
   ![Image A]  
   b.  
   ![Image B]  
   c.  
   ![Image C]

5. a.  
   ![Image A]  
   b.  
   ![Image B]  
   c.  
   ![Image C]

6. a.  
   ![Image A]  
   b.  
   ![Image B]  
   c.  
   ![Image C]
Unit Assessment Student Answer Sheet: Exploring the West

7. a. 
   b. 
   c. 

8. a. 
   b. 
   c. 

9. a. 
   b. 
   c.
Unit Assessment Student Answer Sheet: Exploring the West

10. a. [Map Image]
b. [Map Image]  c. [Map Image]
Performance Task Activity: *Exploring the West*

**Materials Needed:** four blank 5” x 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Exploring the West* Student Book

**Teacher Directions:** In this unit, students learned about the exploration of the West—its challenges and its rewards. They learned about Daniel Boone and his efforts to explore beyond the Appalachian Mountains by helping build the Wilderness Road. They learned about President Jefferson’s Louisiana Purchase and the doors that that deal opened to the American West. They learned about Lewis and Clark and the Corps of Discovery traveling by canoe on the Missouri River, by horse over the Rocky Mountains, and by canoe again on the Columbia River to reach the Pacific Ocean. And they learned about Sacagawea and how her strength and bravery helped the Corps of Discovery accomplish its mission.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the American West. They will share the sights, sounds, and smells of land with their friends and family back home by creating four different postcards on 5” x 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about exploring the West. Students should identify in their postcards the most important aspects of the exploration of the West that they have learned about that make it an exciting place to visit and think about.

Have students draw images of exploring the West on one side of each card and dictate a brief message about exploration of the West for the other side.

**Note to Teacher:** We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about exploring the West.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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| Above Average  | Response is accurate and detailed. Student demonstrates strong understanding of exploration of the West, identifying four of the following details in drawing and/or dictation:  
  • Daniel Boone wanted to explore the land beyond the Appalachian Mountains and was part of the team that built the Wilderness Road to Kentucky.  
  • The Louisiana Purchase gave American settlers more land to explore and settle.  
  • Lewis and Clark led a group of explorers across the area of the Louisiana Purchase, crossing rivers and mountains until they reached the Pacific Ocean.  
  • Sacagawea helped Lewis and Clark find food, talk to other Native Americans, and trade for horses. |
| Average        | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of exploration of the West, noting three of the details listed above. |
| Adequate       | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of exploration of the West, noting two of the details listed above. |
| Inadequate     | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above. |
Directions for Making My Passport

If this is the first Grade 1 CKHG unit you have completed with your students, please download and print the Grade 1 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 1 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 1 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for Exploring the West.
My Passport Activity for Exploring the West

Materials Needed: personalized copies of Grade 1 My Passport for each student, sufficient copies of the Exploring the West Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the Exploring the West Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Exploring the West Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about westward exploration. Ask students to turn to page 10 of their passport.

Show students the individual Exploring the West Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Exploring the West page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Exploring the West page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to the old West.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the exploration of the American West.
Dear family member,

During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about westward expansion in the early United States. They will learn that Daniel Boone forged a road through the Appalachian Mountains to what is today Kentucky and that Lewis and Clark explored the Louisiana Territory after President Thomas Jefferson acquired the land from France.

Your child will learn that both Boone’s accomplishment and Lewis and Clark’s expedition depended on the assistance and knowledge of Native Americans who already lived on the land being explored and claimed. They will learn that the Mississippi River was a vital transportation route and that the city of New Orleans was an important port for trade with Europe. Your child will also learn that westward exploration carried its own dangers, from severe weather to the need for food and other supplies. Lewis and Clark were able to meet and survive these dangers because of the guidance and help they received from their Native American guide Sacagawea and her French Canadian trader husband, Charbonneau.

Sometimes students have questions regarding how the events they are learning about relate to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.
Map of the Thirteen States
Early Exploration of the West

- Lewis and Clark’s route
- 0 500 miles

- Columbia River
- Missouri River
- Mississippi River
- Rocky Mountains
- St. Louis
- Louisiana Purchase
- New Orleans
- North Carolina
- Atlantic Ocean
- Pacific Ocean

Use with Chapters 1–4
What I Know About Daniel Boone

Daniel Boone clears the Wilderness Road.

Daniel lives with Rebecca and their children in a large log cabin.

Daniel Boone sees the beautiful land of Kentucky.

Young Daniel learns from the Indians.
Activity Page 4.1

Use with Chapter 4

The Story of Sacagawea

Sacagawea meets her brother.

The Hidatsa capture Sacagawea.

Sacagawea joins Lewis and Clark.

Sacagawea travels with her baby.
Answer Key: Exploring the West

Unit Assessment (pages 69–70)

1. b 2. a 3. b 4. c 5. a 6. a 7. c 8. a 9. b 10. c

Activity Pages

What I Know About Daniel Boone (AP 1.4) (page 83)

1. Young Daniel learns from the Indians.
2. Daniel lives with Rebecca and their children in a large log cabin.
3. Daniel Boone cuts the Wilderness Road.
4. Daniel Boone sees the beautiful land of Kentucky.

The Story of Sacagawea (AP 4.1) (page 85)

4. Sacagawea meets her brother.
1. The Hidatsa capture Sacagawea.
2. Sacagawea joins Lewis and Clark.
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  - Exploring the West

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