Events in history are usually told in the order in which they happened, or in **time order**. Events can also happen in a **sequence**. Sequence shows how one thing leads to another, but not necessarily over time.

You can look for signal words that give clues about time order and sequence. **First**, **next**, and **finally** are signal words, as are **then**, **now**, **after**, **while**, and **when**.

**Read the cartoon below.**

First, in 1000 C.E., the Vikings got ready to sail across the ocean. Then they sailed across the Atlantic Ocean. Finally, the Vikings arrived in North America.

Now, read the cartoon again. This time, circle signal words that help you understand the order of events.

Now read the chart below to see how you can keep track of the order in which events happened. Write in the last event.

<table>
<thead>
<tr>
<th>The Vikings Sail to North America</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
</tr>
<tr>
<td>In 1000 C.E., the Vikings got ready to sail across the ocean.</td>
</tr>
</tbody>
</table>

Good readers recognize the time order and sequence of events in a passage so they can keep track of when these events happened.
Read the first part of a history passage about the explorers Lewis and Clark.

**Adventures of the Growing Nation** by Teri Hillen

Imagine that, in a single day, a country becomes twice as big as it was before. It might sound impossible, but that’s what happened to the United States in 1803. The country doubled in size when the U.S. government persuaded the French to sell more than 828,000 square miles of land west of the Mississippi River.

President Thomas Jefferson asked Meriwether Lewis and William Clark to explore the mostly unknown area. To prepare, they first had a large boat built to take the men down the Ohio River. Then they built a base camp near St. Louis and spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark and about fifty men began their famous trip into the new territory.

(continued)

**Explore how to answer this question:** “When did Lewis and Clark start on their journey? Look for this information in the text.”

This passage uses time dates to show the order of events. You’ll need to match a date to the event to answer the question.

**Look for dates and signal words in the passage to help you answer the question.**
**Two events are shown in the chart below. Fill in the blank in the third box.**

<table>
<thead>
<tr>
<th>Lewis and Clark Expedition</th>
<th>First</th>
<th>Next</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis and Clark built a large boat to take them down the Ohio River.</td>
<td>They spent the winter near St. Louis.</td>
<td>On ____________________________, Lewis and Clark began their exploration of the new area.</td>
<td></td>
</tr>
</tbody>
</table>

By placing events in time order, you can see when they happened.

**Fill in the blank to tell when Lewis and Clark started their journey.**

Lewis and Clark started their journey on _____________________________.

(continued)
Lesson 3
Part 3: Guided Instruction

Continue reading about Lewis and Clark. Use the Close Reading and the Hint to help you answer the question.

(continued from page 20)

After traveling for almost 18 months, the group made it to the Pacific Ocean in November 1805. Clark wrote, “Ocean in view! O! The joy.” The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.

When Lewis and Clark arrived in St. Louis, Missouri, in September 1806, they were greeted with a big party. A century later, in 1904, the World’s Fair was held in St. Louis. People honored Lewis and Clark’s journey at the fair.

Circle the correct answer.

What happened almost 100 years after Lewis and Clark returned home?

A  Their journey was honored at the World’s Fair in St. Louis.
B  They celebrated at a large party.
C  They spent a cold winter near the ocean before heading home.
D  Clark wrote about the joy of seeing the ocean.

Show Your Thinking

Look at the answer that you chose above. Explain why this is the correct answer by telling the order of events in the paragraph.

________________________________________________________

________________________________________________________

________________________________________________________

Pick one answer you didn’t choose. To explain why it’s not correct, tell your partner when the event in the answer happened.
William Becknell and the Santa Fe Trail
by Joy Adams

1. William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.

2. In Missouri, Becknell traded salt, but his business wasn’t very successful. So, in the summer of 1821 he planned a trip West. Traveling on horseback, Becknell and his group hoped to trade horses and mules and trap animals.

3. When the party started their trip, Spain owned New Mexico. The Spanish didn’t allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control. When Becknell’s party learned this news, they headed straight to Santa Fe where they traded their goods for silver dollars.

4. About a year after returning from his first trip, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!

5. Becknell’s route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the expansion of the United States.
Hints

Look back at the dates you circled in paragraph 1. What happened in 1810?

What do you learn in paragraph 3 about New Mexico?

Be careful. You need to find the actual order of events, not the order in which paragraph 4 tells each event.

Use the Hints on this page to help you answer the questions.

1. What did William Becknell do in 1810?
   A. He trapped animals for their fur.
   B. He began trading horses.
   C. He traveled to Kansas.
   D. He moved to Missouri.

2. What happened during Becknell’s first trip that made it possible for his party to trade in Santa Fe?
   A. Becknell and his party found silver dollars.
   B. The Spanish lost control of New Mexico.
   C. Becknell and his party trapped many animals.
   D. The Spanish opened New Mexico to the U.S.

3. The phrase box below lists four events that happened during Becknell’s second trip to Santa Fe. The events are not in order.

   **Phrase Box**
   - ran out of water
   - reached the Cimarron River
   - arrived at Santa Fe
   - traveled to Dodge City

   In the chart below, write the phrases from the phrase box in the order in which they happened to Becknell during his trip, from *earliest* to *latest*.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
</table>
Read the biography. Then answer the questions that follow.

Sacajawea’s Journey into History

by Jeanette Cannon

1 You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?

2 Sacajawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.

3 In 1803, President Thomas Jefferson wanted to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.

4 In 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.

5 Many men had signed up to go on the expedition. One of them was Sacajawea’s husband. In the spring of 1805, she and their new baby boy went along, too.

6 Though Sacajawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark’s diary entries from May 14, 1805 tells how Sacajawea’s calm bravery saved important objects and information from being lost forever.

7 One day, a terrible storm caused Sacajawea’s canoe to tip over. All the men were trying to get the canoe upright. Sacajawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.

8 Later that year, the explorers came to Shoshone territory. Sacajawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.

9 A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.
In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacajawea helped the two groups speak to each other. On the way back east, Sacajawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.

The journey ended for Sacajawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.

In 2000, two centuries after Sacajawea was born, a special U.S. dollar coin was created. It honors a brave young woman who helped explore a new nation.

**Timeline of Some Events in the Life of Sacajawea**

- 1788: Sacajawea is born.
- 1799–1801: Sacajawea is captured by Hidatsas.
- Spring 1805: Sacajawea, her baby, and her husband Charbonneau join the Lewis and Clark expedition.
- May 14, 1805: A sudden storm nearly capsizes one of the boats.
- August 18, 1805: Sacajawea helps Lewis and Clark trade for Shoshone horses.
- December 7, 1805: The explorers build Fort Clatsop and camp there for the winter.
- May 11, 1806: The group meets up with several Nez Perce chiefs. Charbonneau and Sacajawea translate.
- July 15, 1806: Sacajawea and the group reach Yellowstone River.
- March, 1811: Sacajawea and Charbonneau move to South Dakota.
1 What event happened first after Sacajawea helped the explorers buy horses from the Shoshone?
   A The group stayed at Fort Clatsop for the winter.
   B The group met with Nez Perce Indians.
   C Sacajawea married Toussaint Charbonneau.
   D Sacajawea helped the group find a route through the mountains.

2 According to the time line, which of the following events happened first?
   A Sacajawea signed up for an expedition with Lewis and Clark.
   B Sacajawea and the expedition reached Yellowstone River.
   C Sacajawea was captured by Hidatsas.
   D Sacajawea and Charbonneau moved to South Dakota.

3 What happened to Sacajawea that made her more likely to marry a fur trader?
   A She was taken away from her people at age 12.
   B She was born in Idaho in the late 1700s.
   C Her face was shown on a gold-colored dollar coin.
   D She was the first person to see the Pacific Ocean.

4 Write a paragraph telling why the United States honored Sacajawea with a coin. Use two events from the time line to support your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Self Check Go back and see what you can check off on the Self Check on page 1.
Lesson 3  (Student Book pages 19–26)

Reading About Time and Sequence

Theme: Westward Expansion

LES SSON OBJECTIVES

• Describe the sequential relationship between a series of events in a historical text.
• Identify and use words that signal time order or sequence.

THE LEARNING PROGRESSION

• Grade 2: CCSS RI.2.3 requires students to note the connection between events, ideas, and steps in a domain-specific text.

• Grade 3: CCSS RI.3.3 builds on the Grade 2 standard by asking students to describe the relationship between ideas rather than simply draw connections. Students are required to closely read texts in different content areas and draw on specific details to explain time and sequence. This standard introduces content-area reading skills and strategies in the early grades. In particular, the inclusion of scientific concepts and technical procedures points to the CCSS’s focus on academic and domain knowledge.

• Grade 4: CCSS RI.4.3 requires students to use specific information in domain-specific texts to explain the ideas they have previously been asked to note connections and relationships between.

PREREQUISITE SKILLS

• Understand that reading domain-specific texts requires specific skills.
• Identify what comes first, next, and last in a sequential series of events.
• Note time-related connections among events and ideas in informational texts.

TAP STUDENTS’ PRIOR KNOWLEDGE

• Tell students they will be working on a lesson about sequential relationships and time order in informational texts that cover historical events. Ask students what they do when they write a story about something that has happened. Lead them to the idea that they usually write down events in the order they happened. Tell them this is what is meant by a “sequence of events.” A sequence is something that happens in a certain order.

• Have volunteers act out or describe what they do to get ready for school in the morning. Write each event on the board. Then guide students to tell about the events in time order using words such as first, next, then, and finally.

• Expand upon the idea of time order and sequence by selecting a historical passage from recent classroom reading material that explains events in the order they occurred. Ask students to identify what happened first, what happened next, and so on. Ask them to scan the passage for any words about time, such as dates, years, and seasons, and sequence, such as before, after, later, or until. Explain that these are clues the passage uses to show the order in which events happen.

• Guide students to understand the importance of learning to recognize and describe time order and sequential relationships in informational texts.

Prepa ra t on a 1

Rhema a

• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a language that pertains to time, sequence . . .

ADDITIONAL STANDARDS: RI.3.1; RI.3.4; RI.3.7; RI.3.8; W.3.1; W.3.3; W.3.7; SL.3.1; SL.3.4; SL.3.5; L.3.1.d; L.3.4; L.3.4.a; L.3.4.b
(See page A39 for full text.)
AT A GLANCE

Students will identify signal words and understand the order of events in a cartoon. They will then learn how to keep track of the order of events.

STEP BY STEP

- Read the definitions of *time order* and *sequence* and point out signal words that give clues to the sequence of events. Encourage students to study the cartoon and circle the signal words they find. (*First, Then, Finally*)

- Explain that the chart organizes events in the order in which they happened. Point to the signal words *first, next,* and *finally.* Read aloud the event beneath *first* and *next.* Then have students complete the space beneath *finally* and ask a volunteer to read the answer. (*The Vikings arrived in North America.*) Explain how the signal words indicate which event happened first, second, and third.

- Ask students to share real-life situations when they needed to describe the correct order of events, such as telling a friend how they made, built, or cooked something.

- Reinforce how finding signal words and time order in a text is a valuable reading strategy by sharing an example of when you needed to figure out the order of events in an article you were reading. Explain how finding this information helped you to better understand the article. For example, you may have read an article in which the events were not described in order, so you used signal words to help you understand the sequence of events.

Genre Focus

**Informational Text: Biography**

Tell students that, on pages 24 and 25, they will read a biography about Sacajawea. Explain that a biography is a piece of nonfiction writing about the events in the life of a real person, written by another person. Biographies usually have the following characteristics:

- Include facts and details about the person’s life.
- Can be about people who lived in the past or who are still living today.
- Help keep the memory of a person alive.

Explain that each of these characteristics is true about “Sacajawea’s Journey into History.” Based on the information above, have students share other biographies they have read or heard.

Point out that “William Becknell and the Santa Fe Trail” is also an example of a biography. It follows the life of William Becknell from his birth in the late 1700s until the beginning of the Santa Fe Trail in 1825. Recognizing that a passage is a biography can help readers know to look for the order of important events in the person’s life.
Students find dates and signal words in a text about Lewis and Clark and then use that information to figure out the order of events.

**STEP BY STEP**

- Remind students they just used signal words to keep track of the order of events in a cartoon.
- Tell students that in this lesson they will use signal words and dates to show the order of events in a passage.
- Read aloud the passage “Adventures of the Growing Nation.”
- Then read the question “When did Lewis and Clark start on their journey? Look for this information in the text.”
- Now tell students you will use a Think Aloud to demonstrate a way of answering the question.

**Think Aloud:** The first paragraph begins with the date 1803. It includes the detail that President Jefferson asked Lewis and Clark to explore a large area of land. Therefore, I think they must have started their journey during or after 1803.

- Ask students to point out the other important details in paragraph 1.

**Think Aloud:** The first sentence of paragraph 2 tells me that this paragraph is about Lewis and Clark preparing to leave. I can see several signal words in this paragraph. I think these words will help me understand the order of events as Lewis and Clark got ready to leave.

- Have students underline the signal words they see in paragraph 2. (*first*, *then*, *finally*) Then ask them to number the events 1, 2, and 3. Have students compare the first two events they numbered with the first two events in the chart.

**Think Aloud:** The date after the signal word *finally* must be important. I will reread that sentence to see if it answers the question.

- Have students fill in the blank in the third column of the chart. (*May 14, 1804*)
- Finally, have students finish the sentence at the bottom of the page. Invite volunteers to share their answers with the class.

**Tier Two Vocabulary: Territory**

- Explain to students that this passage is about a time in American history before places such as Louisiana and Missouri were states. At this time, these areas were not called states.
- Ask students what these places were called before they became states. If necessary, guide students to understand that the land was called a territory. Tell students that the base word in *territory* is from *terra*, which means “earth” or “land.” A territory, then, is a particular land.
- Have students find the word *territory* in paragraph 2 and give a definition based on their knowledge and the passage context. Guide them to understand that the word *territory* in this passage means “a part of the United States that was not a state.” *(RI.3.4; L.3.4.a)*
Students continue reading about Lewis and Clark’s journey. They answer a multiple-choice question and analyze the details that helped them select the correct answer.

**STEP BY STEP**

- Tell students that they will continue reading about Lewis and Clark’s journey.
- The Close Reading will help students identify and remember the date of an important event in this passage. The Hint will help them distinguish the two dates in the last paragraph in order to select the best answer to the question.
- Have students read the passage and underline the sentence that tells when the party for Lewis and Clark was held, as directed by Close Reading.
- Ask volunteers to share the sentence they underlined. Discuss why that sentence shows when the party was held. If necessary, ask: “Was the party held when Lewis and Clark arrived in St. Louis? When did they return to St. Louis?”
- Have students circle the answer to the question, using the Hint to help. Then have them respond to the prompt in Show Your Thinking. Place students into pairs to discuss the Pair Share prompt. Remind students to use the dates listed in the passage to help them explain when each event happened.

**ANSWER ANALYSIS**

**Choice A is correct.** Lewis and Clark’s journey was honored at the World’s Fair in 1904, 100 years after they returned home.

**Choice B is incorrect.** The large party took place when Lewis and Clark returned to St. Louis in 1806.

**Choice C is incorrect.** It is about an event that happened on the way home, before they returned to St. Louis.

**Choice D is incorrect.** Clark saw the Pacific in 1805.

**ERROR ALERT:** Students who did not choose A might not have understood the question. Have them tell in their own words what event the question is asking about. Then remind them to look for dates in the passage to help them identify the order of events.

**ELL Support: Homographs**

- Explain to students that homographs are words that are spelled alike but have different meanings. Tell students they should use context clues to help them know which meaning of a word is being used.
- Write the word **foot** on the board. Work with students to come up with different meanings for the word. ("body part used to walk,” “12 inches”) Then write this sentence on the board: “My foot ached after running the race.” Work together to figure out which meaning of **foot** is correct. Guide students to see which words in the sentence helped them choose this meaning. (my, running)
- Point out the word **fair** in the last paragraph of the Lewis and Clark passage. Guide students to understand that in this context it means “a big festival.” Discuss other meanings of **fair** (“honest,” “just,” “treating all sides alike”) and why it doesn’t fit the way **fair** is used in the passage. (L.3.4.a)
Students read a biography about William Becknell twice. After the first reading, ask three questions to check your students’ comprehension of the passage.

**STEP BY STEP**

- Have students read the passage silently without referring to the Study Buddy or Close Reading text.
- Ask the following questions to ensure student comprehension of the text:
  - Why did Becknell first travel to the West? *(He wasn't successful in Missouri. He hoped to trade and trap animals out West.)*
  - How do you know Becknell and his party were successful in the West? *(They traded goods for silver dollars, and they traveled out West more than once.)*
  - What was William Becknell the first to do? *(He was the first to travel the Santa Fe Trail.)*
  - Then ask students to look at the Study Buddy and think aloud. What does the Study Buddy help them think about?

**Tip:** The Study Buddy says that it will look for years and other dates to understand when the events in the passage took place. This will help students understand that it’s important to pay attention to time order when reading about past events.

- Have students read the rest of the biography. Tell them to follow the directions in the Close Reading.

**Tip:** Identifying signal words and dates is a skill students will find helpful in informational texts, especially biographies. It helps them sequence events and recognize that sometimes events happen simultaneously.

- Finally, have students answer the questions on page 23. When students have finished, use the Answer Analysis to discuss correct and incorrect responses.

---

**Tier Two Vocabulary: Expansion**

- Write and say the following sentences to students: “There are plans to expand the school playground. This expansion will give students more space to play.” Underline “expand” and “expansion” and ask students to use the context of the sentences to think of what these words mean. How are they related? *(They both relate to making something bigger.)*

- Explain that expansion is the act of making the size or amount of something bigger. Ask students to think of some examples of things that can be expanded. *(a balloon, corn when it's popped)*

- Now write the word expansion on the board. Tell students that the suffix -ion means “the act or process of.” Have students find the word expansion in paragraph 5 of the passage. Work with them to determine that it means “the act of spreading or stretching out” in this context. *(RL.3.4; L.3.4.b)*
**Part 4: Guided Practice**

**Lesson 3**

**L3: Reading About Time and Sequence**

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**STEP BY STEP**

- Have students read questions 1–3, using the Hints to help them answer those questions.

**Tip:** In order for students to answer question 3, they need to identify signal words that indicate a sequence of events in paragraph 4. Make sure students understand that this passage describes two separate trips.

- Discuss with students the Answer Analysis below.

**ANSWER ANALYSIS**

1. The correct choice is D. Paragraph 1 states this directly: “Becknell moved to Missouri in 1810.” The other three answer choices are things that Becknell did on his trips to the West, which took place after 1810.

2. The correct choice is B. Becknell’s first trip out West is described in paragraph 3. Spain’s loss of New Mexico is one of the events in this paragraph. None of the events in the other answer choices made it possible for his party to trade in Santa Fe.

3. The correct order of events as they actually happened to Becknell is as follows:
   1. traveled to Dodge City;
   2. ran out of water;
   3. reached the Cimarron River;
   4. arrived at Santa Fe.

**RETEACHING**

Use a graphic organizer to verify the correct answer to question 3. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the boxes, using information from the passage. Sample responses are provided.

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
<th>Then</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becknell followed the Arkansas River to Kansas.</td>
<td>While traveling to Cimarron River, he ran out of water.</td>
<td>He finally reached the Cimarron River.</td>
<td>He reached Santa Fe.</td>
</tr>
</tbody>
</table>

**Integrating Standards**

Use these questions to further students’ understanding of “William Becknell and the Santa Fe Trail.”

1. What are three things you think Becknell took with him during his trip out West in 1821? Use details from the biography to support your answer. (RI.3.1)

   **Becknell probably brought horses, mules, and trap animals on his trip. The text says they traveled on horseback, so they must have brought horses. It also says they “hoped to trade horses and mules and trap animals.” They must have brought the items they wanted to trade along with them.**

2. Look at paragraph 3. What is the meaning of the word party in the context of this passage? (RI.3.4; L.3.4.a)

   **In this passage, party means “a group of people who travel or take a trip together.” Becknell and the group of people who traveled West with him are described as a party.**
Read the biography. Then answer the questions that follow.

Sacajawea’s Journey into History
by Jeannette Cannon

1. You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?

2. Sacajawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.

3. In 1803, President Thomas Jefferson wanted to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.

4. In 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.

5. Many men had signed up to go on the expedition. One of them was Sacajawea’s husband. In the spring of 1805, she and their new baby boy went along, too.

6. Though Sacajawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark’s diary entries from May 14, 1805 tells how Sacajawea’s calm bravery saved important objects and information from being lost forever.

7. One day, a terrible storm caused Sacajawea’s canoe to tip over. All the men were trying to get the canoe upright. Sacajawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.

8. Later that year, the explorers came to Shoshone territory. Sacajawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.

9. A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.

10. In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacajawea helped the two groups speak to each other. On the way back east, Sacajawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.

11. The journey ended for Sacajawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.

12. In 2000, two centuries after Sacajawea was born, a special U.S. dollar coin was created. It honors a brave young woman who helped explore a new nation.

**Timeline of Some Events in the Life of Sacajawea**

- **1788:** Sacajawea is born.
- **1799–1801:** Sacajawea is captured by Hidatsas.
- **Spring 1805:** Sacajawea helps Lewis and Clark trade for Shoshone horses.
- **May 14, 1805:** Sacajawea helps Lewis and Clark trade for Shoshone horses.
- **July 15, 1806:** Sacajawea and the group reach Yellowstone River.
- **March, 1811:** Sacajawea and Charbonneau move to South Dakota.
- **December 7, 1805:** The explorers build Fort Clatsop and camp there for the winter.
- **May 11, 1806:** The group meets up with several Nez Perce chiefs. Charbonneau and Sacajawea translate.

**Part 5: Common Core Practice**

**Lesson 3**

1. Choice A is correct. According to the timeline, Sacajawea helped the explorers get horses in August of 1805. After getting the horses, the group spent the winter at Fort Clatsop in December of 1805. Choice C is incorrect because Sacajawea got married when she was 16, well before the expedition. Choices B and D are incorrect because the group met Nez Perce Indians in May of 1806, and Sacajawea guided the group through the mountains in the middle of 1806, which both happened after they bought the horses. (DOK 1)

**Theme Connection**

- How do all the passages in this lesson relate to the theme of westward expansion?
- Why did people want to move to the West?
2 Choice C is correct. Sacajawea was captured by Hidatsas in 1799–1801. This is the first event on the timeline after her birth. Choice A happened in spring of 1805. Choice B happened on July 15, 1806. Choice D happened in March of 1811. (DOK 1)

3 Choice A is correct. The passage says that Sacajawea was taken away from her people at age 12 and married by age 16. Readers can infer that being away from her people made it more likely for her to marry a French fur trader than a Shoshone Indian. Choice B, where she was born, would not make it more likely to marry a French man. Choice C happened 200 years after her birth, and choice D happened after she was already married. (DOK 1)

4 Sample response: I think Sacajawea was honored with a coin because she was so important to the exploration of the United States. In 1803, she took her baby boy and joined the Lewis and Clark expedition. In 1805, she showed bravery by saving important objects and information from being lost in a river. In 1806, she helped the travelers talk to another group of Native Americans. (DOK 3)

Integrating Standards

Use these questions and tasks as opportunities to interact with “Sacajawea’s Journey into History.”

1 Reread paragraphs 3–5. What event directly led to Sacajawea and her baby joining the Lewis and Clark expedition? (RI.3.8)
   Sacajawea’s husband, Toussaint Charbonneau, signed up to go on the Lewis and Clark expedition in 1803. Because he was going, Sacajawea and their baby boy also went.

2 Look at the image on page 24. What is this a picture of? Use details from the text to show how you know. (RI.3.7)
   This picture shows the dollar coin with Sacajawea. The passage describes the coin as showing the face of a young Native American woman carrying a baby on her back. This is exactly what I see in the picture.

3 What does the author mean when she says that Sacajawea helped the expedition buy horses from her “fellow” Shoshone? (RI.3.4; L.3.4.a)
   Paragraph 2 states that Sacajawea was a Shoshone Indian. Paragraph 8 states that the explorers traveled through Shoshone territory. Sacajawea bought horses from other Shoshone Indians. “Fellow” means people from the same group. “Fellow Shoshone” means that Sacajawea and the other people were all Shoshone.

4 Write an opinion piece about why Sacajawea was important to American history. Include key details that support your opinion. (W.3.1)
   Opinion pieces will vary. Students should cite details about how Sacajawea helped make the exploration a success in their answer.

5 Discuss in small groups: What might have happened if Sacajawea had not joined the Lewis and Clark expedition? (SL.3.1)
   Discussions will vary. Encourage students to think about what Sacajawea did for the expedition. What if no one was there to do those things? What if no one could speak with other Indians? How might things have been different?
Writing Activities

Narrative Scene (W.3.3)
• Ask students to imagine one of the encounters Sacajawea had with another group of Indians. What did they talk about? What kinds of questions did they ask Sacajawea? What did Sacajawea say about the explorers she was traveling with?
• Have students write a short narrative scene between Sacajawea and another Native American Indian. Remind them to include descriptive details, dialogue, and a sense of closure to the scene. Allow time for students to share their scenes with the class.

Irregular Verbs (L.3.1.d)
• Have students reread the first paragraph on page 21. Explain that some verbs are irregular. Irregular verbs do not follow usual spelling patterns in the past tense. Ask students to identify the irregular verbs in this paragraph. (made, wrote, spent, began)
• Encourage students to think of other irregular verbs they know. Examples include slept, swam, and ran.
• Have students write a paragraph with at least three irregular verbs.

LISTENING ACTIVITY (SL.3.4)
Listen Closely/Sequential Retell
• After reading “Adventures of the Growing Nation,” ask small groups of students to retell three or four events in the order they happened.
• Each student must tell one event in order, repeating what the previous students have said. Students should listen closely to one another.

DISCUSSION ACTIVITY (SL.3.1)
Talk in a Group/Talk About Expansion
• Ask students to recall the events that led up to William Becknell establishing the Santa Fe Trail. Point out that many different events occurred before Becknell found the new route that became the Santa Fe Trail.
• Have students form small groups to discuss how Becknell's story is an example of expansion. Students should discuss how he expanded the country. They might also list other events that led to expansion. (e.g., the Gold Rush)
• Appoint one member of each group to take notes. Allow 10–15 minutes for discussion, then have each group share its results with the class.

MEDIA ACTIVITY (SL.3.5)
Be Creative/Draw a Coin
• Have students review the picture of the Sacajawea coin on page 24. Remind them that the image of Sacajawea was put on a coin to honor her and remember her achievements.
• Invite students to draw coin designs of their own that honor someone special to them.
• Have students exchange drawings and explain what the coins represent.

RESEARCH ACTIVITY (SL.3.4; W.3.7)
Research and Present/Give a Presentation
• Ask students to use information in “William Becknell and the Santa Fe Trail” to plan an oral presentation on American expansion.
• Students should produce a visual display, such as a detailed map, to accompany the presentation.
• Ask students to research additional information to include. They might include examples of expansion during a different period of American history, such as the California Gold Rush. Students should take notes and write a brief report for their oral presentations.