



RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables
Week 2



RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

MATH

Printables
Week 1

LEARNING MENU

MATH & STEM

GRADE 5

★ = EVERYDAY ITEMS

1 ★

Everyday Fact Practice:
Multiplication and/or
Division Facts on Freckle,
IXL, Sumdog, [Math
Playground](#), or [Cool Math](#)

2

Art Connection: [Geometric
Art Design Instructions](#)

3

IXL: Complete IXL
Diagnostic for 20 minutes
and then work on your
recommended skills.

4

[Math Boxes](#): Fraction and
Decimal work

5

Weekly Esti-Mystery:
[Daily Clue](#)
Submit all estimates on
Friday.
Monday reveal!

6

Real Life: A rectangular pool
has a shallow swimming area
and a diving area. The shallow
swimming area is 45 feet long
by 25 feet wide and is 5 feet
deep. The diving area is 25 feet
long by 25 feet wide and has a
constant depth of 10 feet. Find
the total volume of the pool and
diving well combined. Draw a
picture to help.

7

Paper-Pencil: Adding and
Subtracting fractions with
unlike denominators:

[Adding Fractions](#),
[Add/Subtract Fractions](#)
Video: [Math Antics
Fractions](#)

8

Skill Practice: Watch the
tutorial video from Khan and
practice using the site of
your choice. Don't forget to
log in! [Khan Video](#)

Choose 1 site to practice the
skill:

- [Khan Practice](#)
- IXL: [L.8](#), [L.10](#)

9

[Fraction Basketball Game](#)

10

New Skill Challenge:
Classifying Quadrilaterals

[Math Antics Video - Quads](#)
[Quadrilateral Poster](#)

Take a picture of your work:
Online: [Online Quiz](#)
Paper: [Classifying Quads](#)

11

Build and Fly a Paper Copter

[Click for instructions](#),
[template](#), and [questions to
answer](#).

12

Why are all planets spheres?
Use words and pictures to
explain why you think
planets in our solar system
are shaped like round balls.
[Click for video and additional
questions](#).



5

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

Geometric Art

Vocabulary:

Polygon - A **polygon** is a flat figure that is made up of straight lines and is enclosed. This includes squares, rectangles, triangles, pentagons, octagons, etc.

Circle - A **circle** is a shape that is made up of a curved line. It's round, and all points on the curved line are an equal distance from the center point.

Directions:

- 1) Use some scrap paper and a straight-edge to draw the following shapes
 - 3 different Polygons
 - 2 different sized circles
- 2) Cut out these figures to use as stencils for this project.
- 3) Using a white piece of paper (or the back of this one if you have the paper copy), trace your shapes in any design to cover the entire page. Your shapes should overlap each other!
- 4) Get your coloring materials out! Select 8-10 colors to color in each empty space on your page. There is no exact color pattern... do what you think looks best!



Name: _____

- 1 Fill in the blank with $<$, $>$, or $=$.

a. $\frac{2}{3} \times 17$ _____ 17

b. $\frac{19}{20} \times 13$ _____ 13

c. $\frac{11}{12} \times 52$ _____ $52 \times \frac{11}{12}$

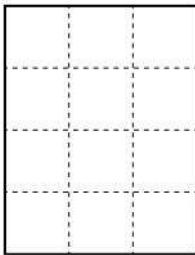


- 2 Solve. Show your work.

$$\begin{array}{r} 4\frac{3}{5} \\ - 2\frac{1}{2} \\ \hline \end{array}$$



- 3 Shade the rectangle to illustrate how you would fold paper to find $\frac{1}{4} * \frac{2}{3}$.



$\frac{1}{4} * \frac{2}{3} =$ _____



- 4 The table shows Chicago's typical monthly snowfall for several months.

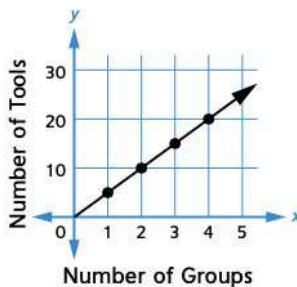
Month	Snowfall (cm)
January	27.4
February	23.1
March	14.2
November	3.0
December	21.6

Of the months shown, which has the greatest typical snowfall?

The least? _____



- 5 The graph below shows the number of garden tools needed for different numbers of groups participating in a gardening day. How many tools are needed if 4 groups participate? _____



- 6 $113.63 + 27.14 = ?$

_____ (estimate)

$113.63 + 27.14 =$ _____



Name : _____

Score : _____

Teacher : _____

Date : _____

Adding Fractions

1) $\frac{1}{2} + \frac{3}{10} =$

2) $\frac{8}{10} + \frac{3}{5} =$

3) $\frac{3}{4} + \frac{1}{5} =$

4) $\frac{1}{2} + \frac{2}{3} =$

5) $\frac{4}{5} + \frac{1}{3} =$

6) $\frac{1}{5} + \frac{1}{2} =$

7) $\frac{2}{5} + \frac{2}{4} =$

8) $\frac{2}{3} + \frac{2}{4} =$

9) $\frac{3}{10} + \frac{1}{3} =$

10) $\frac{1}{4} + \frac{1}{3} =$





Solve each problem. Write the answer as a mixed number fraction (if possible).

Answers

1) $\frac{2}{5} - \frac{1}{3} =$

2) $\frac{4}{5} - \frac{1}{2} =$

3) $\frac{10}{12} - \frac{2}{3} =$

4) $\frac{1}{2} - \frac{1}{5} =$

5) $\frac{8}{10} - \frac{2}{4} =$

6) $\frac{4}{6} - \frac{1}{12} =$

7) $\frac{3}{6} + \frac{3}{8} =$

8) $\frac{10}{12} + \frac{1}{2} =$

9) $\frac{4}{5} + \frac{5}{12} =$

10) $\frac{5}{6} + \frac{6}{12} =$

11) $\frac{1}{3} + \frac{2}{6} =$

12) $\frac{7}{8} + \frac{8}{10} =$

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

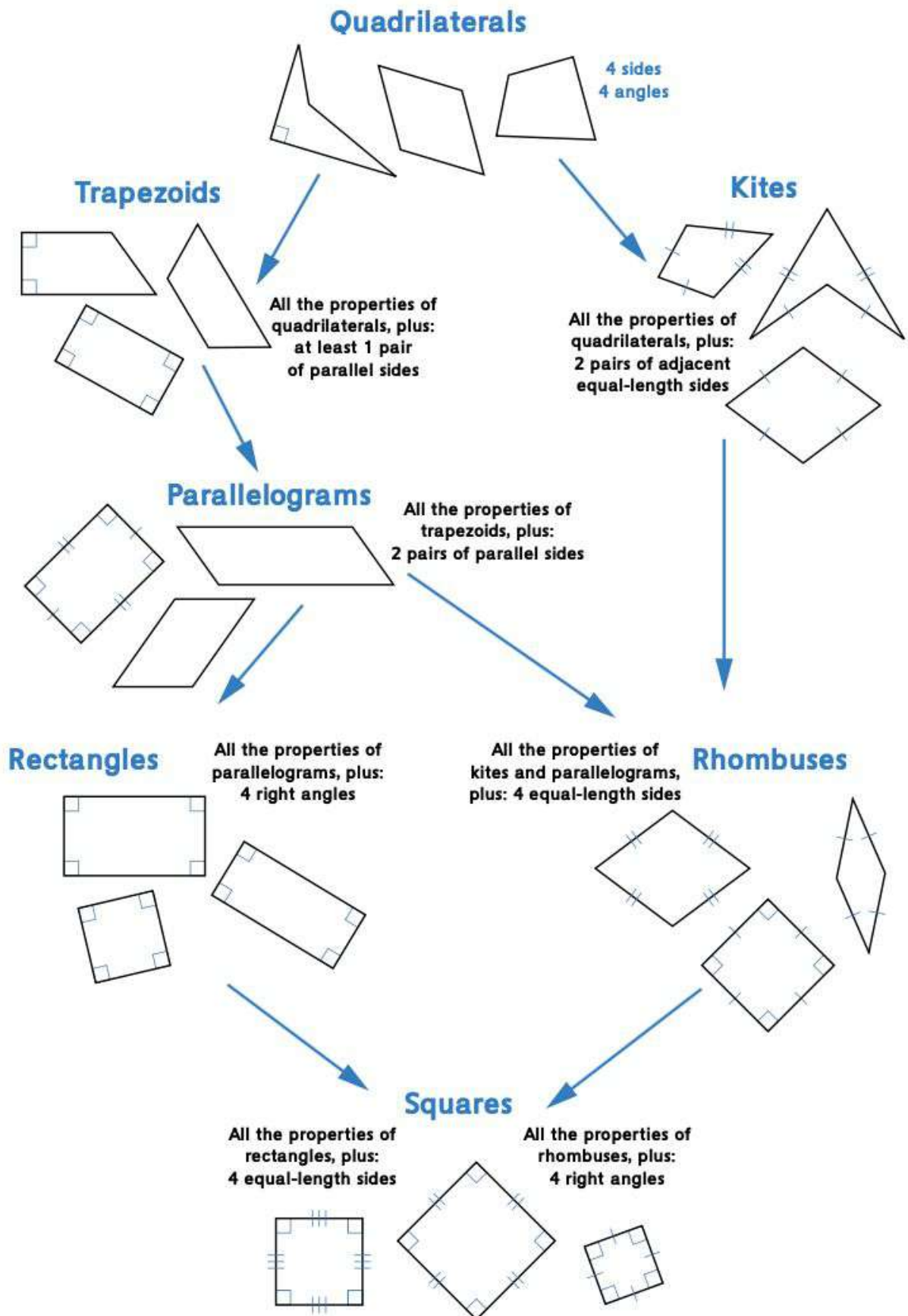
9. _____

10. _____

11. _____

12. _____

Name: _____



Name: _____

How does the structure of a paper copter affect the rate at which it falls? First, let's create a basic paper copter (also called a whirlygig) using this template.

Once you finish, find a place to safely drop your paper copter from a height of about 8 feet.

What do you notice about the way your copter falls? What do you wonder? Make a T-chart of your observations and wonderings. What are some things you could change about the paper copter? What could you do to figure out how the structure of a paper copter affects how fast it falls? What kind of experiment could you run? Write a paragraph about your experiment and what you found out.

bit.ly/4135box11M



Name: _____

Why are all planets spheres? Use words and pictures to explain why you think planets in our solar system are shaped like round balls.

Once you have finished capturing your ideas, review this Wonderopolis Wonder of the Day #1992 Why All Planets Are Spheres. What new information can you add to the ideas you put down on your paper? What new questions do you have? How could you find out?

bit.ly/4135box12M



FRACTION Basketball

OBJECTIVE

To add fractions [5.NF.A.1].

MATERIALS

Crumpled papers or ping pong balls, empty waste baskets or similar containers, score sheet

PLAYERS

Minimum of 2 teams of 4 players

RULES

1. The objective of the game is to add fractions.
2. Each team must have their own score sheet.
3. Each team prepares 10 crumpled paper or ping pong balls. It can also be something that they can toss.
4. Each team places their baskets such that they have the same distance away from the shooting line. Place tape to mark the shooting line.
5. Each player attempts 10 shots.

GAME PLAY

1. Pick a team to go first.
2. One at a time, **each member of the first team** stands at the shooting line and tries to shoot the crumpled paper into their basket.
3. After **every shot attempt**, each team fills out their score sheet in the appropriate space by their name.
4. The **team with the highest score wins** the game.

FRACTION Basketball

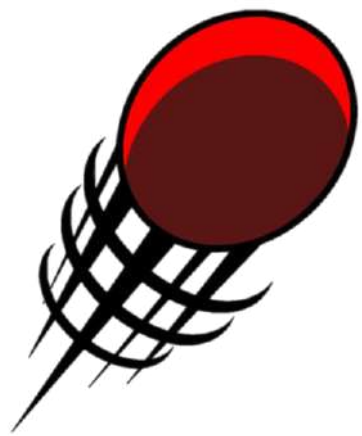
EXAMPLE

Team 1 (composed of Player 1, 2, 3 and 4) starts the game (Round 1). Each player of the team takes turn on throwing crumpled papers to the empty basket. The following are the scores of each player.

- PLAYER 1: 4 out of 10
- PLAYER 2: 3 out of 10
- PLAYER 3: 6 out of 10
- PLAYER 4: 7 out of 10

The scores are written in their scoreboard.

SCORE BOARD						
ROUND	ROUND1		ROUND 2		ROUND 3	
NAME	Shots		Shots		Shots	
	Made	Taken	Made	Taken	Made	Taken
Player 1	4	10				
Player 2	3	10				
Player 3	6	10				
Player 4	7	10				
TEAM'S TOTAL						



FRACTION Basketball

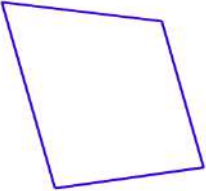
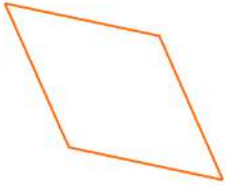
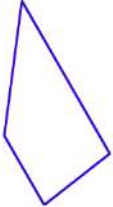

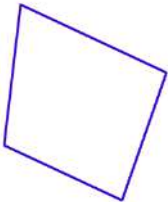
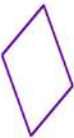
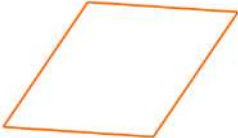
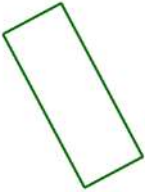
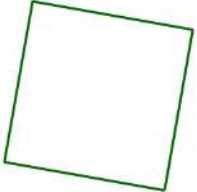
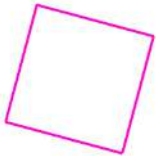
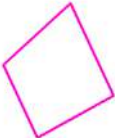


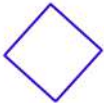
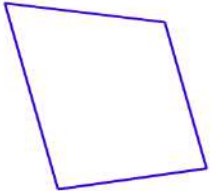


SCORE BOARD

ROUND	ROUND 1		ROUND 2		ROUND 3		FRACTION (RATIO)
NAME	Shots		Shots		Shots		Shots Made To Total Shots Taken
	Made	Taken	Made	Taken	Made	Taken	
TEAM'S TOTAL							

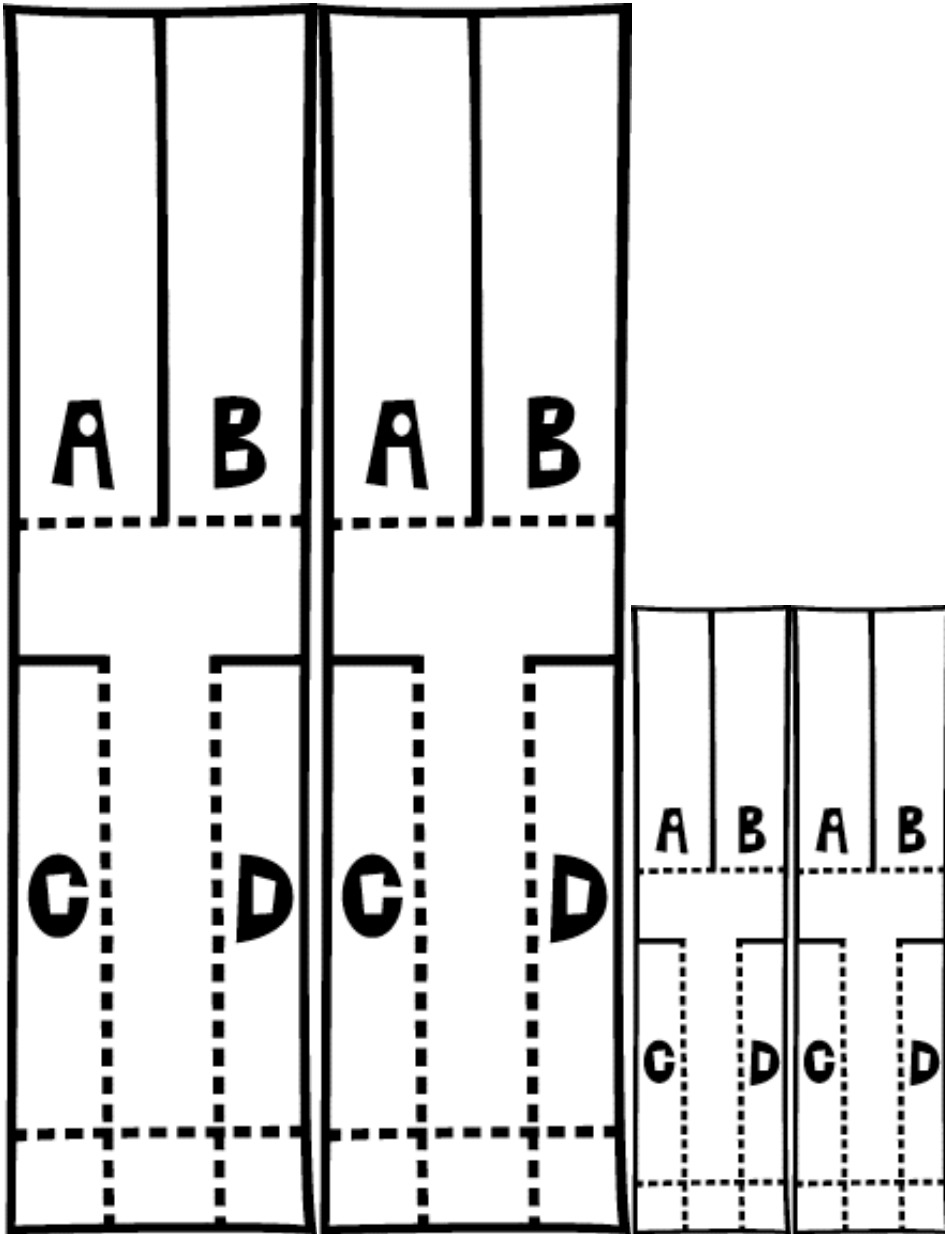
Classify Quadrilaterals Worksheet

Classify (name) the quadrilaterals.

1 a. 	1 b. 	1 c. 
2 a. 	2 b. 	2 c. 
3 a. 	3 b. 	3 c. 
4 a. 	4 b. 	4 c. 
5 a. 	5 b. 	5 c. 

ROTO-COPTER PATTERNS

Does a big Roto-Copter spin differently than a little one? Here are two sizes for you to try. Print this page out and then return to the [Roto-Copter](#) activity.



Roto-Copter

This simple paper toy spins through the air like a mini-helicopter



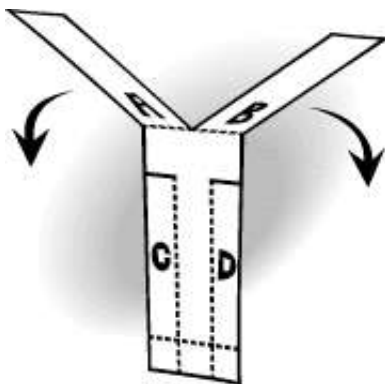
What do I need?

- print-out of the Roto-Copter pattern which you can click-on in Step 1
- pencil
- scissors
- paper clips
- crayons or markers
- newspaper
- cereal bowl



What do I do?

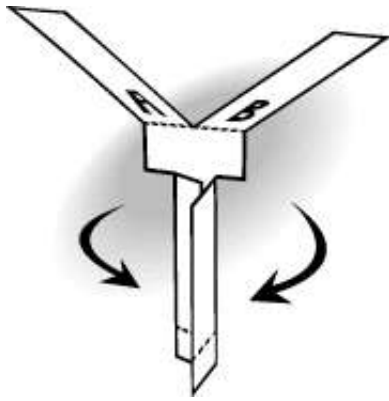
1 Print out the Roto-Copter pattern. Click [here](#) to go to pattern page. Cut along the solid lines only. Fold on the dotted lines.



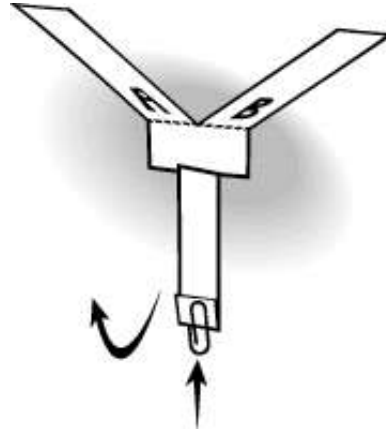
2 Fold A toward you. Fold B away from you.

3 Fold C and D over each other

so they overlap.



4 Fold the bottom up and put a paper clip on it.



5 Hold the Roto-Copter by the paper clip. Throw it like a baseball, as high and far as you can. It will spin to the floor. You can also stand on a chair or on the stairs and drop it. Ask a grown-up if you can drop it out the window.

6 If you want, you can use crayons or markers to color your Roto-Copter before you fold it. The colors will blur together when it spins.

ROTO-TARGET

Make three Roto-Copters for each person. Use a marker to draw a 1-foot circle on a piece of newspaper. Put a cereal bowl in the middle of the circle. The circle is the target area and the bowl is the bull's-eye. Take turns standing on a chair at the edge of the newspaper and dropping your Roto-Copters. At the Exploratorium, we get 3 points for a bull's-eye, 2 points for a copter inside the circle, and

What's Going On?

Why does the Roto-Copter spin?

When the Roto-Copter falls, air pushes up against the blades, bending them up just a little. When air pushes upward on the slanted blade, some of that thrust becomes a sideways, or horizontal, push.

one point for just hitting the newspaper-but you can make up any rules you want.

Wow! I Didn't Know That!

Igor Sikorsky designed the first successful helicopter in the late 1930s. His inspiration came from drawings of an aircraft with a spinning wing, drawn by Leonardo da Vinci nearly five hundred years before.

Places to Visit

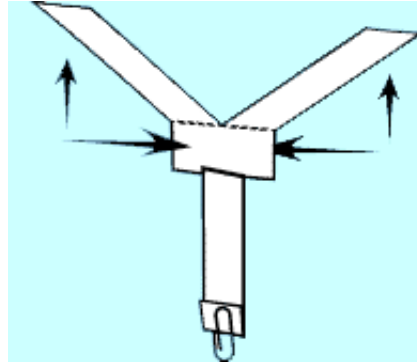
[Igor I. Sikorsky Historical Archives](#) -Lots of photographs and information about helicopters and the man who invented them.

[Leonardo da Vinci Museum](#) -This online gallery displays images and other information related to Leonardo da Vinci. The "[West Wing](#)" of the gallery has images of helicopters and other flying machines.

This and dozens of other cool activities are included in the Exploratorium's Science Explorer books, available for purchase from our [online store](#).

We would like to hear about

Why doesn't the copter simply move sideways through the air? That's because there are two blades, each getting the same push, but in opposite directions. The two opposing thrusts work together to cause the toy to spin.



Next time you drop your copter, notice which direction it spins as it falls. Is it clockwise or counterclockwise? Now bend the blades in opposite directions-if blade A was bent toward you and blade B was bent away, bend B toward you and A away. Drop the copter again. Now which way does it spin?

In the Spinning Blimp, air pushes up on the flat sides of the strip of paper. When the flat side of the paper strip is parallel to the ground, the blimp drifts down like a flat piece of paper. But if the blimp tilts so that the flat side of the strip is at an angle to the ground, the paper strip gets a sideways push, just like the

your results and discoveries.
Please send an email message
to [Ken Finn](#).

Return to **The Science Explorer**
Exploratorium-At-Home Book



blade of the copter, sending the
blimp spinning. Each time the
flat strip comes around, it gets
another push and goes for
another spin.

expl  ratorium
©1997 [Exploratorium](#)



RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

LITERACY

Printables
Week 1

LEARNING MENU LITERACY

GRADE 5

★ = EVERYDAY ITEMS

1 ★

Read to self for 20 minutes or more **daily**.



2

Choose this at least once a week:

Raz Kids, NewsELA, DK Kids, Scholastic, Epic! or Reading Plus- Choose a book/story and answer the questions after you read.

[Newsela](#), [DK kids](#), [Scholastic](#)



3

Listen to a story/book read by your teacher or librarian.



4

[Life on the Plains 1DBQ](#)

Look at the picture and answer the questions. Make sure you read both pages and analyze the photo.



5

[Life on the Plains 2DBQ](#)

Create a character! Use the guidelines to create a character. Read the passage on page 2.



6

[Life on the Plains 3DBQ](#)

Read the passage, Such a Christmas and answer the questions.



7

Keep a journal of your social distancing. Write in it what you do everyday.



8

Word Work:

Grammar
IXL ELA
GG 4
GG 5
GG 6



9

Create a commercial to persuade others to read the book you are currently reading. Be sure to include the key ideas and details of the book, without sharing the ending. Share the commercial with your teacher.



10

If there was a sequel to your book, what would happen? Write at least three different events that could happen in a sequel.



11

Writing prompt idea:

<https://bit.ly/4135box11L>



12

Writing prompt idea:

You get a Mysterious Box
<https://bit.ly/4135box12L>



Name: _____

5th Grade Writing Activities

- On a separate piece of paper: Keep a journal of your social distancing. Write in it what you do everyday.
- On a separate piece of paper write: If there was a sequel to your book, what would happen? Write at least three different events that could happen in a sequel.
- On a piece of blank paper: Create a poster to persuade others to read the book you are currently reading. Be sure to include the key ideas and details of the book, without sharing the ending. Include colorful drawings of characters, settings, and events.



Name: _____

Name: _____

Date: _____

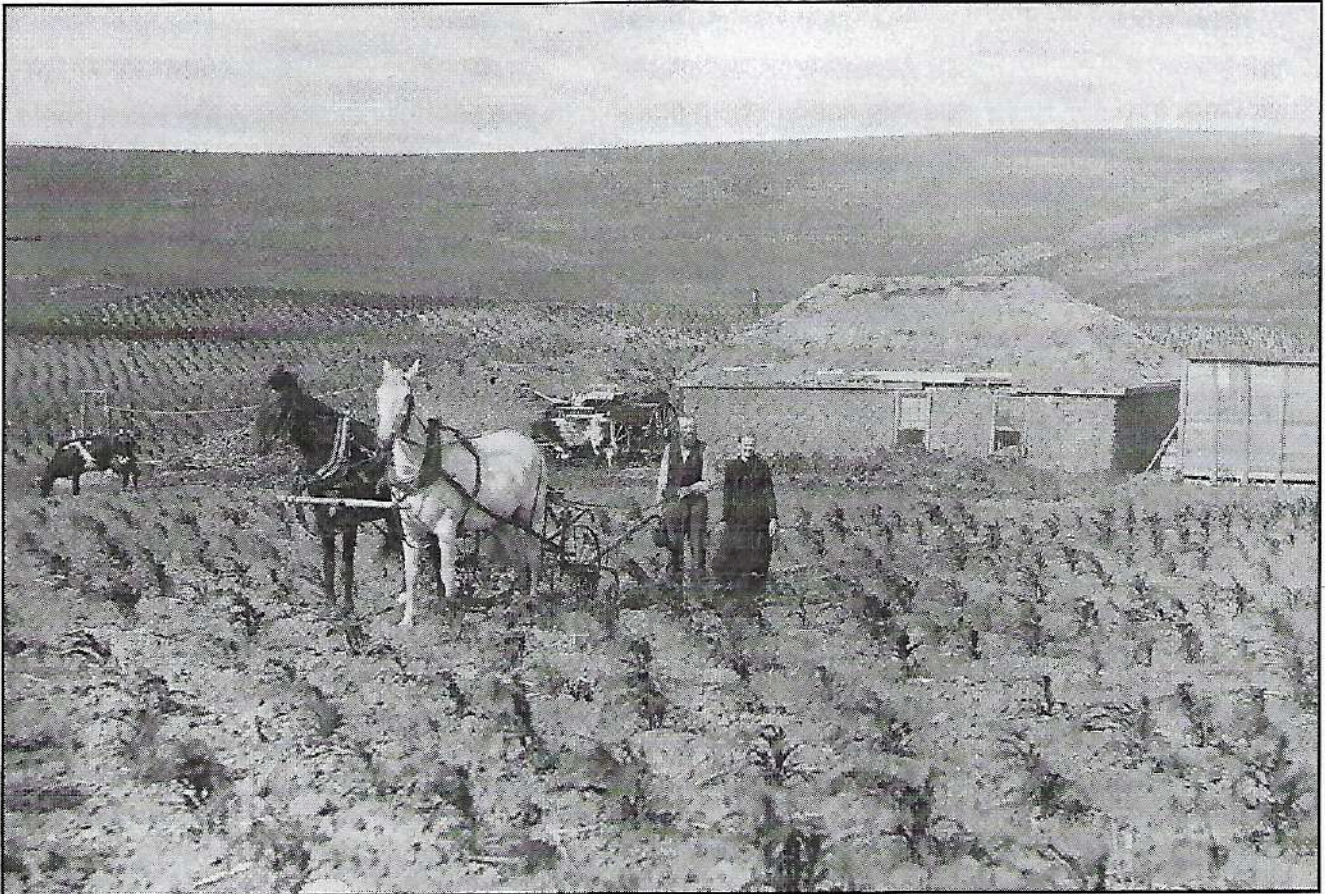
Recognize a Fragment When You See One!

Read each example below. Circle whether it is a sentence or fragment. If it is a fragment, make revisions to turn it into a complete sentence.

After the doctor examined the broken arm, which was broken in two places.	Sentence Fragment
FIX:	
During the baseball game, in the third inning to be exact.	Sentence Fragment
FIX:	
We took the short way to get to the store.	Sentence Fragment
FIX:	
His ex-girlfriend Samantha, the one he dated five years ago.	Sentence Fragment
FIX:	
A meteor from a galaxy 67 light years away.	Sentence Fragment
FIX:	

Life on the Plains: A Letter Home

EV



Overview: A vast prairie lies across America's middle, stretching from Texas to Canada. In this Mini-Q you will create a persona (character) of a pioneer who settled in this area. Then you will look at documents about the lives of these early settlers and write a letter to your cousin back in Virginia.

The Documents:

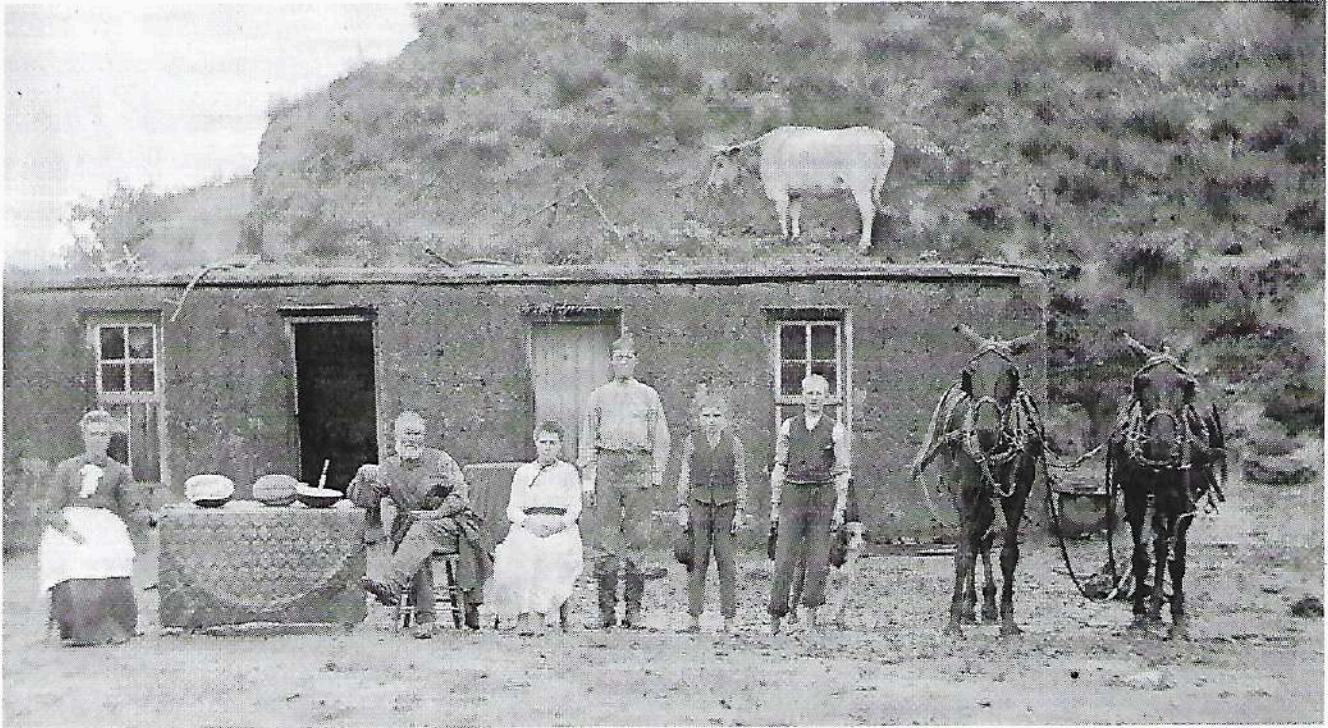
- Document A: "Such a Christmas"
- Document B: "At school all day"
- Document C: Custer County schoolhouse
- Document D: "Nebraska Land"

A Mini Document Based Question (Mini-Q)

Hook Exercise: Creating a Persona

This photograph was taken by Solomon Butcher in 1886. It shows a family outside their sod house on the Nebraska prairie.

Task One: Closely examine the photograph below and answer the questions that follow.

EV

1. What is the location and date of the photograph?
2. Who are the members of the family?
3. What evidence is there in the photo that the family is poor?
4. What evidence is there that the family is not so poor?
5. Is there evidence that this family's farm received some rain during the spring and summer?

Hook Exercise: Creating a Persona (continued)

Task Two: This Mini-Q contains four documents about pioneer life on the Great Plains. After looking carefully at the documents, you will write a letter to your cousin Clara (or Clyde) back in Virginia. To do this, you will select one of the four children in the Hook photo and create a persona, or character, based on this person. Use the photograph as a jumping-off point but be creative. Answer the six questions below to create your character. Write using first-person pronouns such as I, me, and my. (Example: I feel closest to my brother Abel because we are only one year apart in age.)

Persona Creation Sheet

1. Which individual from the photograph did you select to be your persona?
2. Your full name and nickname:
3. Age:
4. Family member you feel closest to and why:
5. What you do to help around the farm:
6. Most prized possession:

Life on the Plains

There is a vast region in the middle of America that stretches from Missouri to the Rocky Mountains, and from Texas to Canada. This land is called the **Great Plains**. Today, many Americans only see this land through an airplane window as they fly high above. They see a flat land with few trees and few people. Between Omaha and Denver, there are a number of scattered towns but no large cities.

Up until the Civil War, the Great Plains was known as the “Great American Desert,” unfit for farms and towns. However, in 1862, Congress passed the **Homestead Act**, which offered 160 acres of free land to settlers on the Great Plains.

At the same time, railroad companies began to lay track across the “desert.” Word of free land and railroads got out quickly, and not just in America. Families from Ohio and Virginia were joined by families from Norway and Russia. The choicer parts of the Great Plains—in Kansas, Nebraska, and Dakota Territory—began to fill with settlers. The buffalo were killed. The Native Americans who survived were moved to reservations.

These newcomers soon learned that farming on the prairie was not easy. Crops like corn and wheat need at least 20 inches of rainfall to grow. This did not always happen.

Also, the tough prairie **sod** was hard to plow. Water was difficult to find and digging a well by hand was dangerous. With few trees for lumber, many settlers built their first homes out of sod.

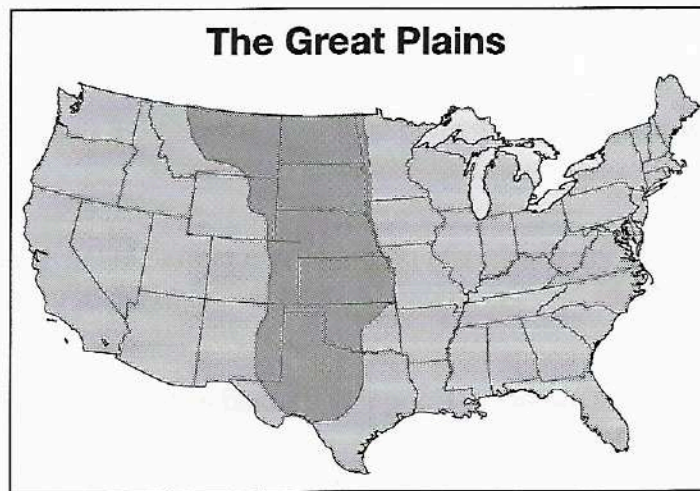
To farm successfully, you had to be smart and tough. Prairie fires, hail, **drought**, blizzards—all could wipe out a year’s worth of work. Whether settlers stayed on the land five years—long enough to claim ownership—

depended on good luck, good health, good neighbors, and plain old grit.

You and your family have now been living on the Nebraska prairie for about one year. Your father has just been to town and picked up a letter from your cousin back home in

Virginia. You are pretty excited. You haven’t heard from Cousin Clara (or Cousin Clyde) since you left.

Now, in the character of the persona you created in the Hook exercise, write a reply to your cousin. Your cousin has especially asked you three questions: What is your family life like at home? What is school like? What is it like being out on the vast land of the Nebraska prairie? In your reply, combine your own creativity with details that you find in the documents. Be sure to give your cousin a real taste of *life on the Plains*.



Document A: "Such a Christmas"

Source: Laura Ingalls Wilder, *Little House on the Prairie*, 1935.

Note: Laura Ingalls was 12 years old when she moved with her family onto the Great Plains in Dakota Territory. Her novel *Little House on the Prairie* was built around many of her childhood memories.

Something was shining bright in the top of Laura's stocking. She squealed and jumped out of bed. So did Mary, but Laura beat her to the fireplace. And the shining thing was a glittering new tin cup.

Mary had one exactly like it.

These new tin cups were their very own. Now they each had a cup to drink out of. Laura jumped up and down and shouted and laughed, but Mary stood still and looked with shining eyes at her own tin cup.

Then they plunged their hands into the stockings again. And they pulled out two long, long sticks of candy. It was peppermint candy, striped red and white. They looked and looked at the beautiful candy, and Laura licked her stick, just one lick. But Mary was not so greedy. She didn't even take one lick of her stick.

Those stockings weren't empty yet. Mary and Laura pulled out two small packages. They unwrapped them, and each found a little heart-shaped cake. Over their delicate brown tops was sprinkled white sugar. The sparkling grains lay like tiny drifts of snow.

The cakes were too pretty to eat. Mary and Laura just looked at them. But at last Laura turned hers over, and she nibbled a tiny nibble from underneath, where it wouldn't show. And the inside of the little cakes was white!

It had been made of pure white flour, and sweetened with white sugar.

Laura and Mary would never have looked in their stockings again. The cakes and the cups and the candy were almost too much. They were too happy to speak. But Ma asked if they were sure the stockings were empty.

Then they put their hands down inside them, to make sure.

And in the toe of each stocking was a shining bright, new penny!

They had never even thought of such a thing as having a penny. Think of having a whole penny for your very own. Think of having a cup and a cake and a stick of candy *and* a penny.

There had never been such a Christmas.

EV

Document Analysis

1. What holiday are Laura and her family celebrating on the Plains?
2. What presents do Laura and Mary find in their stockings?
3. How does the author, Laura Ingalls, let us know that these gifts are very special? Pick one gift and explain.
4. Which details in this document might you include in your letter to cousin Clara or Clyde?

Name: _____

Date: _____

Westward Expansion Vocabulary Unit 9

Gold Rush: noun

a large-scale and hasty movement of people to a region where gold has been discovered, as to California in 1849.

Prospector: noun

a type of explorer looking for minerals in the ground- during the Gold Rush, it was any man who went out West in search of gold.

Boomtown: noun

a town that has grown very rapidly as a result of sudden prosperity (like during the Gold Rush).

Expedition: noun

an excursion, journey, or voyage made for some specific purpose, as of war or exploration.

Wagon train: noun

a train of wagons and horses, as one carrying or transporting settlers in the westward migration.

Ranch: noun

a large farm used primarily to raise one kind of crop or animal.

Stake a Claim: verb

indicate something as one's own. (This term, dating from the mid-1800s, originally meant "register a claim to land by marking it with stakes.")

Corps (core) of Discovery: noun

a specially-established unit of the United States Army which formed the basis for the Lewis and Clark Expedition that took place between May 1804 and September 1806.

Trading post: noun

a store established in an unsettled or thinly settled region by a trader or trading company to obtain furs and local products in exchange for supplies, clothing, other goods, or for cash.

Pony Express: noun

former system in the American West of carrying mail and express by relays of riders mounted on ponies, especially the system operating (1860–61) between St. Joseph, Missouri, and Sacramento, California.

Covered (Conestoga) wagon: noun

a large, heavy, broad-wheeled covered wagon, used especially for transporting pioneers and freight across North America during the westward migration. Also called a prairie schooner.

Oregon Trail: noun

a route used during the U.S. westward migrations, especially in the period from 1840 to 1860, sw (3200 km) long.

Name: _____

Date: _____

Core: _____

Westward Expansion Vocabulary

1. **expansion** - the act of increasing (something) in size or volume or quantity
2. **pioneer** - (noun) - one of the first settlers in a new territory
or
(verb) - develop or be the first to use
3. **manifest destiny** - the belief that the United States was destined to stretch across the continent from the Atlantic Ocean to the Pacific Ocean
4. **territory** - a geographical area belonging to or under the rule of a government
5. **frontier** - a wilderness at the edge of a settled area of a country
6. **homestead** - is a house and surrounding land owned by a family — often, it includes a farmhouse.
7. **transcontinental** - extending or going across a continent
8. **forty-niners** - a prospector in the California gold rush of 1849
9. **uncharted**- an area of land or sea not yet mapped or surveyed.
10. **colony**- A territory ruled by another country

The Story of Lewis and Clark 1

A Reading A-Z Level Y Levelled Book

Word Count: 1,978



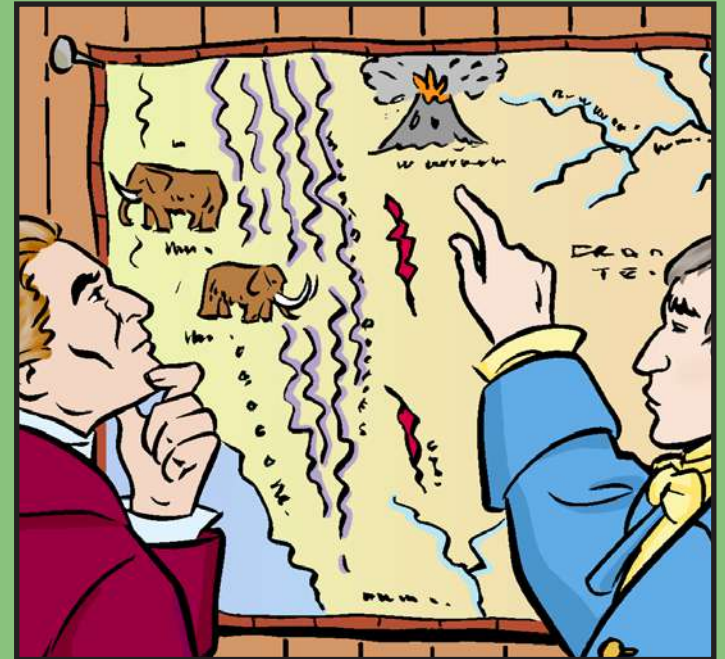
Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELLED BOOK • Y

The Story of Lewis and Clark

Book 1: Up the Missouri River



Written by Peter C. Montin
Illustrated by David Cockcroft

BRITISH ENGLISH

www.readinga-z.com

The Story of Lewis and Clark

Book 1: Up the Missouri River



Written by Peter C. Montin
Illustrated by David Cockcroft

www.readinga-z.com

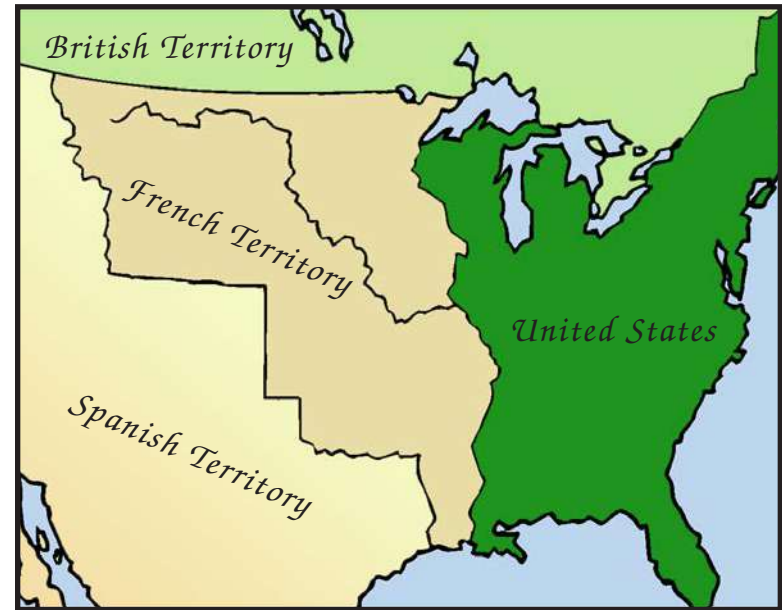
The Story of Lewis and Clark
Book 1: Up the Missouri River
Level Y Levelled Book
© Learning A-Z
Written by Peter C. Montin
Illustrated by David Cockcroft

All rights reserved.

www.readinga-z.com

Table of Contents

Introduction	4
Preparation	7
Going Upriver	11
Into the Plains	13
Spending the Winter	17
Explore More	19
Glossary	20



North America in 1800

Introduction

Two hundred years ago, United States territory ended on the east bank of the Mississippi River. Ships had sailed around South America and visited the Pacific coast, but almost nothing was known about the land in between. The French owned the land from the Mississippi River to the Rocky Mountains. Spain controlled Texas, the Southwest and California, and Great Britain controlled Canada.

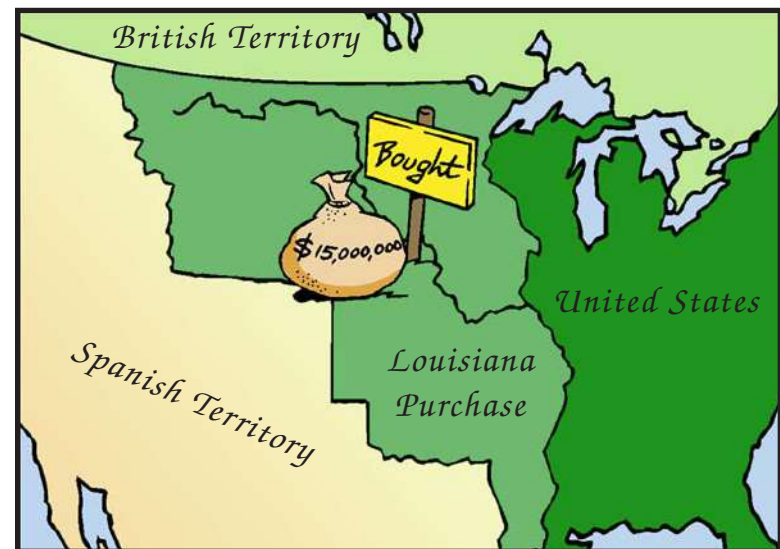
People in all of these countries believed that there might be a **Northwest Passage** across North America. They imagined the Northwest Passage

as an easy river-going route that would run from the Atlantic to the Pacific. Many people believed that if you sailed all the way up the Missouri River, it would be just a short hike to the top of the Columbia River, where you could sail to the Pacific.

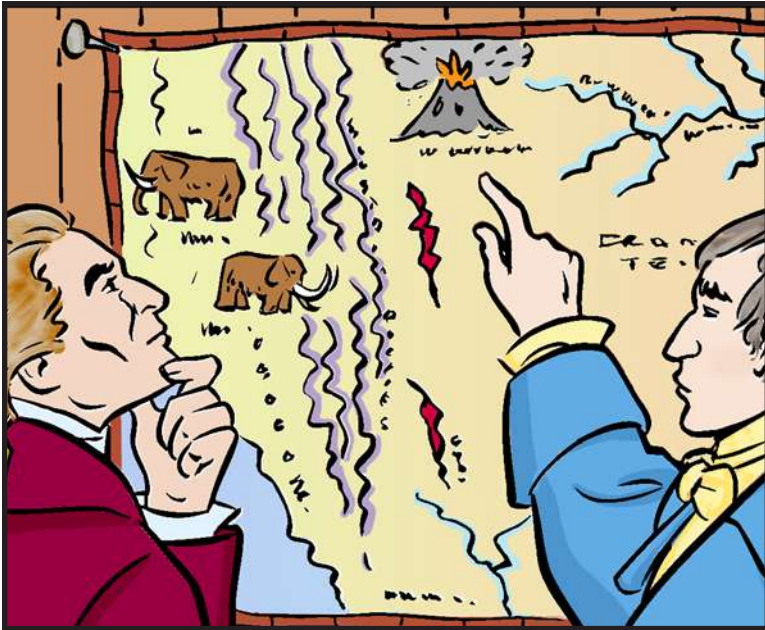
Thomas Jefferson, the country's third president, believed that the United States needed to find and control the Northwest Passage if it was going to become a powerful nation. The Northwest Passage would be a great trading route between the nations of North America. Jefferson also loved science, geography and learning about other cultures. He wanted to send an **expedition** up the Missouri River. The men would record the plant and animal life of the West, meet with the Native Americans there and, Jefferson hoped, find the **fabled** Northwest Passage.

Congress set aside \$2,500 (US) for the expedition, and Jefferson chose his personal secretary, Captain Meriwether Lewis, to be its leader. Lewis was a close friend of Jefferson's, and Lewis had spent time in the army in western Pennsylvania and Ohio—which was then the western frontier. Lewis asked his friend William Clark to help him lead the expedition.

Just before Lewis and Clark were set to leave, Jefferson surprised the entire nation. In Europe, France was at war with Great Britain, and France was losing money fast. The French wanted to sell all of their land in North America. Jefferson bought all 2.12 million square kilometres (820 sq miles) of land for \$15 million (US)—only three cents an acre. This deal, known as the Louisiana Purchase, almost doubled the size of the United States. Many people criticised Jefferson—after all, he had no idea what lay in the land he had just bought. Suddenly, Lewis and Clark's expedition had become much more important. They were now setting out to explore the newest part of the United States.



The shaded area shows the Louisiana Purchase.



Maps of the time showed strange legends about the West.

Preparation

In 1803, the year that Jefferson set the expedition in motion, crossing North America was as challenging and mysterious as travelling to the moon. No one knew what lay between the Mississippi and the Pacific Ocean—there were rumours that woolly mammoths still roamed the nation. Most Americans thought that the Native Americans were **hostile** and dangerous. Without cars, telephones, maps or modern medicine, the journey was sure to be dangerous. Lewis and Clark were risking their lives. Luckily, Lewis was a thoughtful planner.

Lewis travelled to Philadelphia to learn mapmaking, navigation, plant and animal-identification and other necessary skills. He bought everything the explorers would need for the trip. He purchased tonnes of camping supplies, including hatchets, fishhooks, warm clothing and material for tents. He also bought hundreds of kilograms of dried corn, salted pork, flour, sugar and 90 kilograms (200lb) of a dried soup mixture called “portable soup”. Even with all this food, Lewis and Clark knew that they would have to hunt to get enough to eat. Lewis bought rifles, bullets and barrels of gunpowder. The barrels were made of lead, which could be melted and formed into bullets when the bullets ran out.

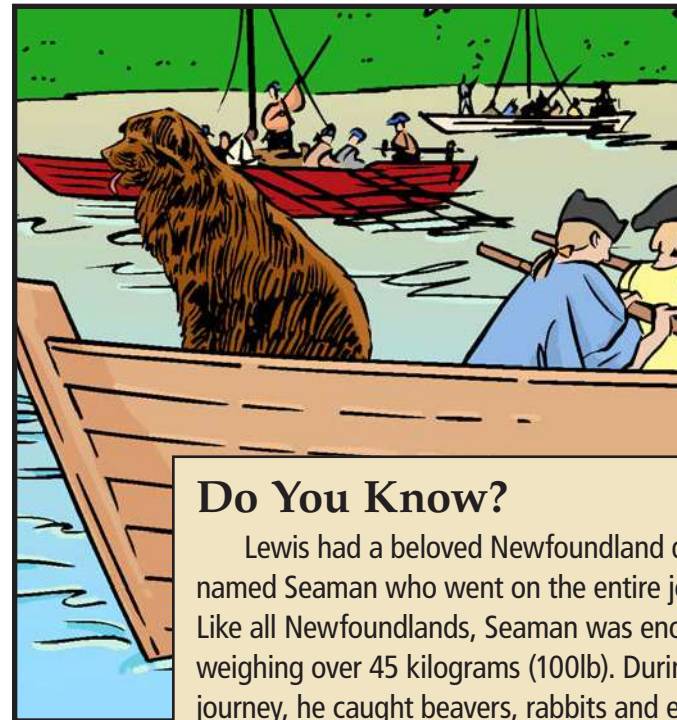


Lewis assembled a huge amount of supplies.

Lewis also bought hundreds of US dollars worth of gifts to give to the Native Americans they would meet along the trip. He bought mirrors, sewing needles, combs, bright cloth, tobacco and other hard-to-make goods. The gifts would show the Native Americans that the Lewis and Clark expedition came in peace. Lewis also arranged for three boats that would take them up the Missouri River. A 16.8-metre (55ft) **keelboat** would carry men and their supplies, and two smaller canoe-like boats called **pirogues** (pih-ROGES) would be useful for scouting ahead.

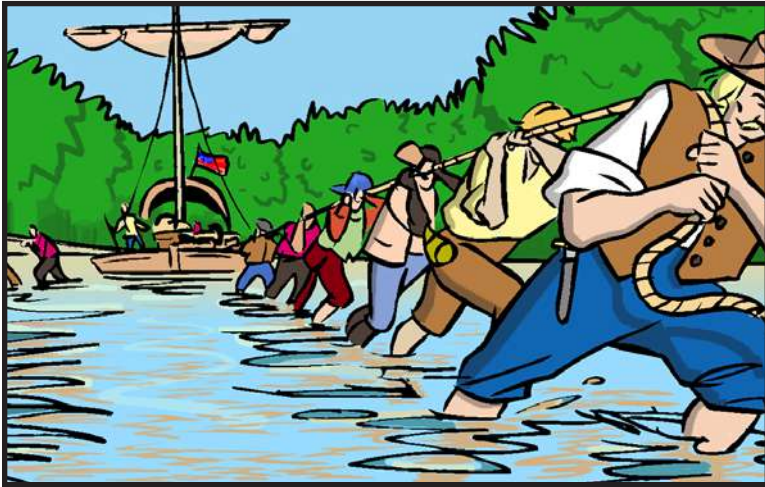
Lewis and Clark made sure that they chose the best people to make the trip with them. They chose mostly young men, many of whom had been in the army. Some were excellent at boating, while others were good hunters. They chose some men who knew how to fix rifles and some who could use iron to make horseshoes, axes and other necessary tools. They also chose men who could speak Native American languages. One member of the team was William Clark's African-American slave, York. The 45 men who eventually set out on the journey became known as the Corps (KOR) of Discovery.

Lewis and Clark brought all of their supplies to St Louis, near where the Missouri River joins the Mississippi. The Corps of Discovery rowed up the Mississippi to set up camp for the winter of 1803. There, on the edge of unknown land, the men trained for their journey, making sure that they worked well together both physically and mentally. After waiting out the winter, the Corps of Discovery finally set off up the Missouri River on 14 May 1804.



Do You Know?

Lewis had a beloved Newfoundland dog named Seaman who went on the entire journey. Like all Newfoundlands, Seaman was enormous, weighing over 45 kilograms (100lb). During the journey, he caught beavers, rabbits and even an antelope for the team to eat, and he guarded the expedition from bears and wolves.



Hauling the boats through mud was terrible work.

Going Upriver

The Missouri River has the nickname “Big Muddy”, and Lewis and Clark soon found out why. The river was wide, full of curves and not very deep. It was often filled with floating wood and dead trees. The thick, muddy water made these hazards hard to see. The Corps was also moving against the strong current, so they went extremely slowly. When the water was deep enough, the men used poles, oars or sails (if the wind was good) to move upstream. But the boats often got caught on the river bottom, forcing the men to get out and drag the boats along using ropes. If that were not enough, the soft, sandy banks of the river often collapsed suddenly—at one point, a collapse almost sank the keelboat.

The only thing the men had to drink was muddy river water, which often made them sick. Hard work gave them blisters, **boils**, upset stomachs and muscle strains. Lewis had learned a little bit about medicine while he was in Philadelphia, but in 1804, medicine often did more harm than good. The men had no way to ease their pain or keep their wounds clean, and they were in constant discomfort. Every man who kept a journal wrote about the horrible mosquitoes. Sudden hailstorms cut and bruised the explorers. Wind and rain drove them back down the river. The adventure seemed more like a punishment.

After two months, the men had not made it out of the modern state of Missouri. As the summer wore on, one of the men, Sergeant Charles Floyd, grew ill. On 20 August, he died, probably of a ruptured appendix. The Corps buried him in what is now Sioux City, Iowa. Miraculously, he was the only member of the expedition to die on the trip.

Do You Know?

The mosquitoes on the Missouri River were so bad that the explorers smeared bear fat on their skin, trying to keep the insects away. Imagine how bad they smelled! Luckily, they had mosquito netting to sleep under at night.



Even in 1804, there were fewer buffalo than there had been before Columbus sailed.

Into the Plains

Eventually, the land around the Missouri River began to change. The hills gave way to broad plains. There were very few trees, except right along the riverbank. The men began to see immense herds of bison, sometimes numbering thousands of animals. President Jefferson had instructed all of the men to take note of any new plants and animals they discovered. The men described pronghorn antelope, jackrabbits, prairie dogs and coyotes, all of which were unknown in the East.

The Lewis and Clark expedition had entered the Great Plains. At the time, these plains were one of the largest grasslands in the entire world. They must have looked much like the African Serengeti Plains you see in nature films today. They seemed endless, **uninhabited** and filled with wildlife.

The men's journals were filled with descriptions of new discoveries, and the hunting was excellent. When they killed an animal, they preserved its skeleton and hide in a crate, which they planned to send back to President Jefferson in Washington.

But the plains were not uninhabited. Native Americans had been living and hunting there for thousands of years. Lewis and Clark's expedition did not see many of them at first, because many of the tribes were **nomadic**, or moved from place to place with no permanent home.

Eventually, the Corps of Discovery came into contact with representatives of the Missouri, Yankton Sioux and Lakota tribes. Most Native Americans welcomed the explorers and accepted their gifts of peace. Many of them were fascinated by York, the African-American slave. Most Native Americans had seen or heard of white people, but they had never seen an African-American. One elderly Native American even rubbed York's skin, thinking he was a white man who had painted himself to trick them. York had fun with the attention. He played games with the children and showed off.

In September, the expedition met with the Lakota, an extremely powerful tribe that controlled most of the trade along the lower Missouri River. The Lakota did not like the idea that another nation now controlled their land and would soon be taking over the river. Lewis and Clark often made speeches to the Native Americans, calling them “children”, and saying that they had a new “Great White Father” in the East. The Lakota did not like being called “children”.



Lewis and Clark meet Native Americans

When Lewis and Clark sailed into Lakota territory in what is now South Dakota, there was tension in the air. The Lakota were not satisfied by Lewis and Clark’s gifts. Some of the Lakota grabbed hold of one of the pirogues. Lewis, who had a hot temper, got into an argument with the chiefs. But luckily, Clark, who was more even-tempered, and a Lakota chief, Black Buffalo, calmed everyone down. The expedition continued safely.

As fall approached, the weather began to grow colder. Light snow began to fall as early as October, and flocks of geese filled the sky, heading south for the winter. The expedition came upon a town of Mandan Native Americans, who lived in sturdy **sod** houses. The Mandan were friendly and welcoming. Lewis and Clark realised that they would not reach the end of the Missouri River before winter. They decided that the Mandan town would be a good place to make camp until spring.



Do You Know?

The Mandan town where Lewis and Clark spent the winter had a bigger population than St Louis or even Washington, DC at the time.



The men were not well prepared for snow and cold.

Spending the Winter

The Corps of Discovery built a sturdy fort near the Mandan town and made friends with the Native Americans. The explorers were lucky that they got along so well with the Native Americans, because the weather quickly turned harsh. Most of the men had grown up in Virginia, and they were totally unfamiliar with the difficult winters of the northern plains. They traded with the Native Americans to get food, tools and warm bedding. Lewis also offered his medical skills to the Mandan. On one extremely cold February night, he was asked to help deliver a baby.

The woman who was giving birth was Sacagawea (sah-kah-gah-WEE-ah), the wife of a French-Canadian fur trapper. She was a member of the Shoshone tribe, who lived near the source of the Missouri River. Lewis thought that she could be an excellent guide and **interpreter** on their journey. The baby was born safely, and the mother and her infant son joined Lewis and Clark's Corps of Discovery.



Sacagawea and her son

The winter of 1804 and 1805 was very harsh. Food ran low. By springtime, the Corps of Discovery was eager to be on the move again. The Native Americans told them of a large waterfall not far upstream. Lewis and Clark believed that this waterfall was a signal that they were approaching the **Continental Divide**, where the rivers begin flowing west, toward the Pacific Ocean. The Corps of Discovery was sure that the Northwest Passage was not far off.

On 7 April 1805, the Corps of Discovery headed west once more with hope in their hearts.

To be continued in *The Story of Lewis and Clark, Book 2*

Explore More

1 At the Library

Ask your librarian to help you find books on the Lewis and Clark expedition. You may even be able to find parts of Lewis and Clark's journals. Also check out the video section of the library for films about the Corps of Discovery.

2 On the Internet

- A. In the address window, type *www.google.com*.
- B. Type *Lewis and Clark* in the search window and click on "Google Search".
- C. Read the coloured links. Click on one that looks interesting. When you want to explore other links, click on the "Back" button at the top left.

3 In the News

If you ever visit the western United States, you might get a chance to follow in Lewis and Clark's footsteps. Lewis and Clark's trail up the Missouri River and down the Columbia River is marked with signs and on maps. You can ride on the trail in your car, you can canoe up the river on a guided tour and you can even hike the trail on foot. Signs and markers along the way tell you what the explorers did at different points along the route. Form your own Corps of Discovery!

Glossary

boils (*n.*)

red, sore spots where the skin is infected (p. 12)

Continental Divide (*n.*)

a chain of mountains in North America that separates the rivers that flow east into the Atlantic Ocean and the rivers that flow west into the Pacific Ocean (p. 18)

expedition (*n.*)

a journey or a voyage; also, a group of people who go on a journey or voyage (p. 5)

fabled (*adj.*)

told about in stories and fables, but not proven to exist (p. 5)

hostile (*adj.*)

very unfriendly (p. 7)

interpreter (*n.*)

a person who can translate one language into another (p. 18)

keelboat (*n.*)

a shallow covered riverboat used to move cargo (p. 9)

nomadic (*adj.*)

moving from place to place without a permanent home (p. 14)

Northwest Passage (*n.*)

an imaginary trade route across North America that went up the Missouri River and down the Columbia River (p. 4)

pirogues (*n.*)

canoe-like boats (p. 9)

sod (*adj.*)

made of grass, roots and soil cut from the top layer of the ground (p. 16)

uninhabited (*adj.*)

not lived in by people (p. 13)

The Story of Lewis and Clark 2

A Reading A-Z Level Y Leveled Book

Word Count: 1,998



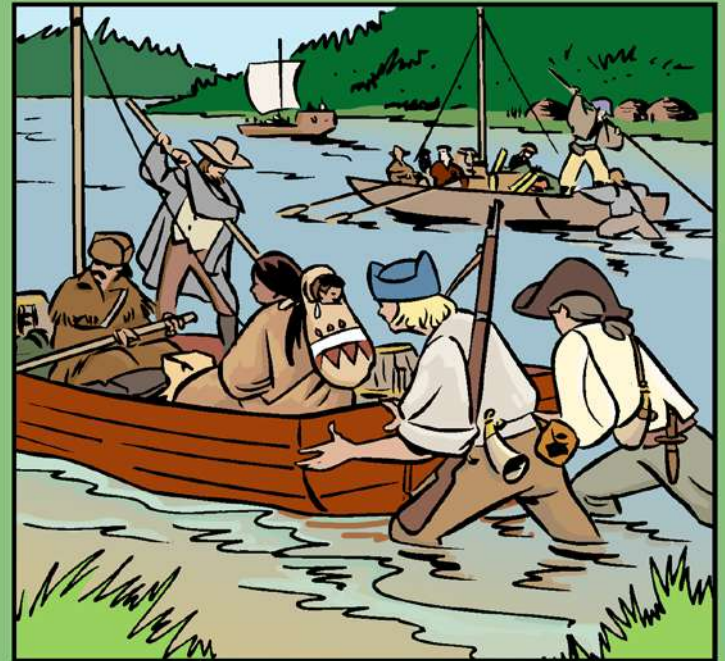
Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED BOOK • Y

The Story of Lewis and Clark

Book 2: To the Pacific Ocean



Written by Peter C. Montin
Illustrated by David Cockcroft

www.readinga-z.com

The Story of Lewis and Clark

Book 2: To the Pacific Ocean

Photo Credits:

Page 16: © Chris Johns/National Geographic Stock;
page 22: © Jennifer Thermes/PhotoDisc/Getty Images



Written by Peter C. Montin
Illustrated by David Cockcroft

www.readinga-z.com

The Story of Lewis and Clark
Book 2: To the Pacific Ocean
Level Y Leveled Book
© Learning A-Z
Written by Peter C. Montin
Illustrated by David Cockcroft

All rights reserved.

www.readinga-z.com

Correlation

LEVEL Y	
Fountas & Pinnell	T
Reading Recovery	40
DRA	40

Table of Contents

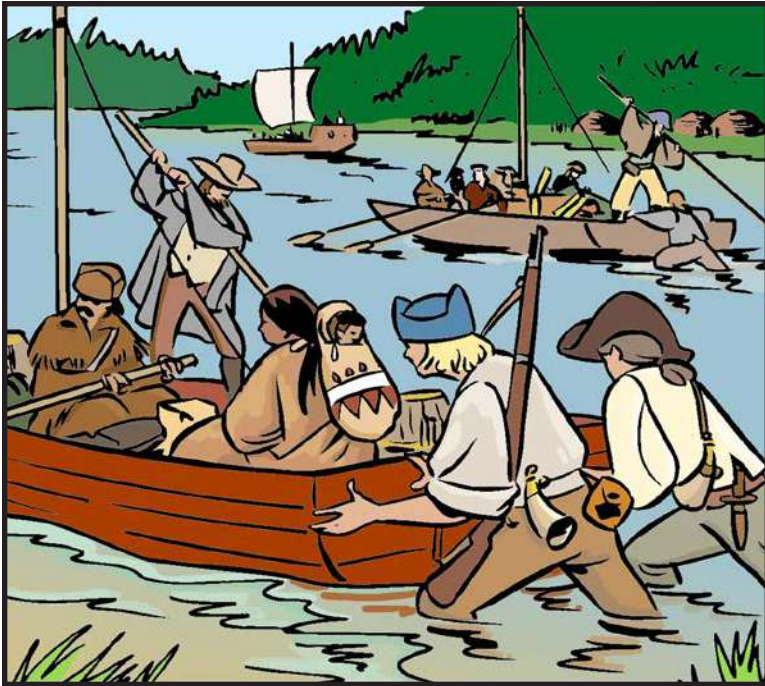
Introduction	4
The Fork and the Falls	6
Over the Mountains	9
The Pacific Ocean	11
Winter on the Coast	14
Heading Home	16
The Effects of the Expedition	20
Explore More	23
Glossary	24
Index	24



The dotted line shows the Corps' journey through the fall of 1804.

Introduction

On May 14, 1804, Captains Meriwether Lewis and William Clark headed up the Missouri River with their group, the **Corps** (KOR) of Discovery. They hoped to find an easy way to travel on rivers from the Atlantic Ocean to the Pacific. This route, called the **Northwest Passage**, would open up the vast new territory of the United States for traders and settlers.



Sacagawea and her infant son joined the journey.

By the spring of 1805, they had traveled 1,500 miles (2,400 km), met many Native American tribes, lost one explorer to illness, and spent a freezing winter in a fort they built themselves. Now, it was time to head out again. Over the winter, three new people joined the expedition: a French fur trapper, his young Shoshone (sheh-SHOW-nee) wife, Sacagawea (sah-kah-gah-WEE-ah), and their infant son, Jean-Baptiste, whom Clark nicknamed “Little Pomp.” On April 7, 1805, the Corps of Discovery launched its boats and headed west again.

The Fork and the Falls

The wildlife around the Missouri River continued to astound Lewis and Clark. Bison, elk, grizzly bears, and antelope covered the plains. The hunting was good; the explorers grew fond of roasted beaver tail, while Sacagawea helped them find wild artichokes, turnips, berries, and herbs. Soon they saw beautiful limestone formations rising along the riverbanks. The team was sure it was coming close to the place where the Missouri River ended and the Columbia River began. Everything seemed to be going perfectly.

On June 2, the boats came to a fork in the river. None of the Native Americans had mentioned this fork, and nobody knew which way to take. Captain Lewis and Captain Clark split up, and each took a group to explore one branch of the river. Most of the explorers were sure that the north fork was the real Missouri. But the captains believed the south fork was correct. Captain Lewis took a second trip up the south fork, where he heard the roaring of a waterfall. The Native Americans had told him about the Great Falls of the Missouri River. Now he was sure the south fork was correct. Even though most of the team believed that Lewis and Clark were wrong, they followed their trusted leaders.



Hauling the boats was nearly impossible.

Lewis and Clark thought it would be easy to carry their boats and supplies around the falls. The group carved wooden wheels to help drag the boats. But they still had to cut a path through the thick cottonwood trees. The ground was covered with prickly pear cactus. The thorns pierced the team's **moccasins**. One man was bitten by a rattlesnake, and everyone was tortured by the mosquitoes. Lewis had thought it would only take them a few hours to get around the falls. It took them almost a month.

Finally, they could float their boats on the river again. Sacagawea began to recognize the territory of her Shoshone tribe. Lewis and Clark both believed they would soon find the Columbia River, which led west to the Pacific Ocean.

The river forked into three branches, and the Corps of Discovery took the west branch. It was only a small creek now. A Native American trail ran alongside the creek and up a ridge. Lewis leapt onto the trail. He was sure that at the top, he would see the Columbia River, and possibly even a great plain leading to the Pacific Ocean. Finally, he reached the top of the ridge.



Lewis's first view of the Rocky Mountains

What he saw astounded him—there was no river, no great plain, and certainly no Pacific Ocean. Instead, he saw mountains. The mountains were taller, wider, and more **impassable** than any mountains he had ever seen. Even though it was early summer, the peaks shone with snow. These were the enormous Rocky Mountains. In that instant, Lewis knew that there was no Northwest Passage. But still, he was determined to find a way to the Pacific Ocean, whether it was easy or not.

Over the Mountains

Lewis and Clark knew that they would not be able to take the boats over the Rocky Mountains. Instead, they hoped that the Shoshone, Sacagawea's people, would sell them horses. Sacagawea would be their **interpreter** and would help convince the tribe to sell their horses for the dangerous journey.

Sacagawea was overjoyed to see her tribe again. Another tribe had kidnapped her and sold her to her French-Canadian husband when she was only twelve. She had not seen her friends and relatives in years.

Lewis, Clark, and Sacagawea sat down to speak with the chief of the village. Suddenly, Sacagawea leapt up and embraced the chief, sobbing. The chief was her own brother. The Shoshone agreed to sell the expedition all the horses they needed. They also offered a guide, whom Lewis and Clark nicknamed Old Toby.



Sacagawea happily reunited with her brother.



The mountains proved more difficult than anyone had imagined.

The mountains were tougher than Lewis and Clark ever imagined. The slopes were steep and slippery with ice and snow. Men and horses fell and injured themselves. Old Toby could not find the trail among the snowdrifts and fallen trees. Each time they came to a ridge, they saw only more mountains. Food was becoming scarce, and the team was showing signs of **malnutrition**. Finally, they decided that they had to shoot and eat a horse in order to survive.

The members of the Corps of Discovery were nearly dead when they finally found their way out of the mountains. They arrived in a Nez Perce Native American village. The Native Americans gave them food and helped them build canoes to travel down the rivers, which now flowed west, to the Pacific. They were finally on the last leg of their journey.

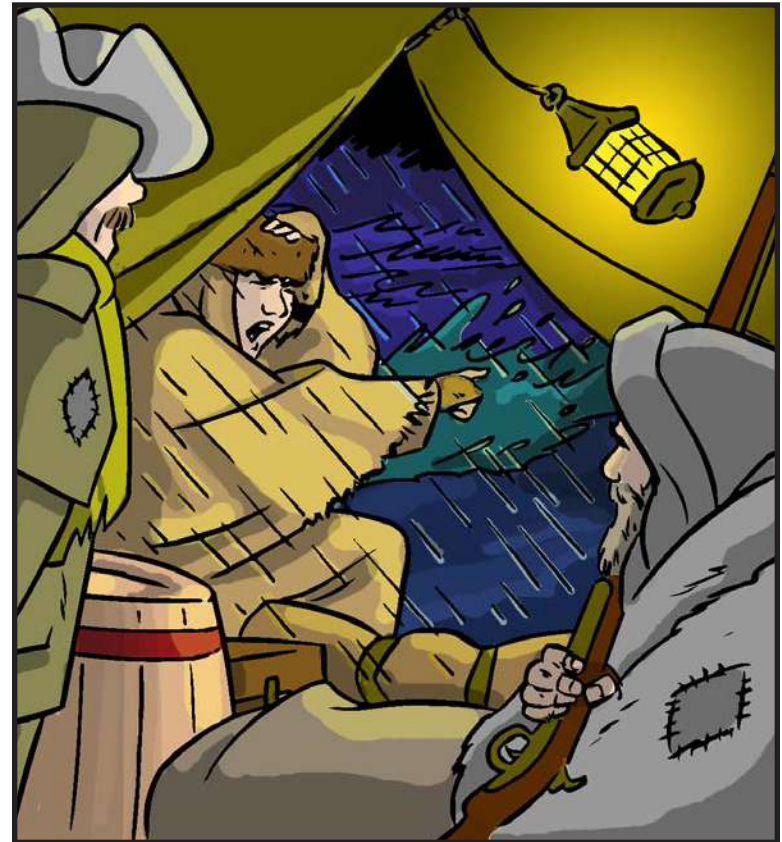
The Pacific Ocean

The Corps of Discovery traveled quickly, now that it was going with the current instead of against it. There were many rapids and waterfalls. Sometimes the explorers were in such a hurry that they simply floated down the rapids, hoping to survive. The high, dry plains suddenly changed to the cool rainforests of the Cascade Mountains.



The current allowed the Corps to move west quickly.

They were getting closer to the sea—the river began to taste salty and to rise and fall with the tides. The entire group was eager to see the ocean. But just as it seemed that Lewis and Clark's group would reach the Pacific, a fierce storm blew in. Cold rain and huge waves soaked the Corps. Once they even had to move their camp in the middle of the night so they would not be washed away by the waves.



Storms threatened to wash away the explorers.



The Pacific Ocean at last

When the weather improved, the Corps continued down the river. At last, they saw waves, a beach, and a horizon of water. *Ocean in view*, Clark, who was a terrible speller, wrote in his journal. *O! The joy!* The Corps of Discovery had made it to the Pacific Ocean.

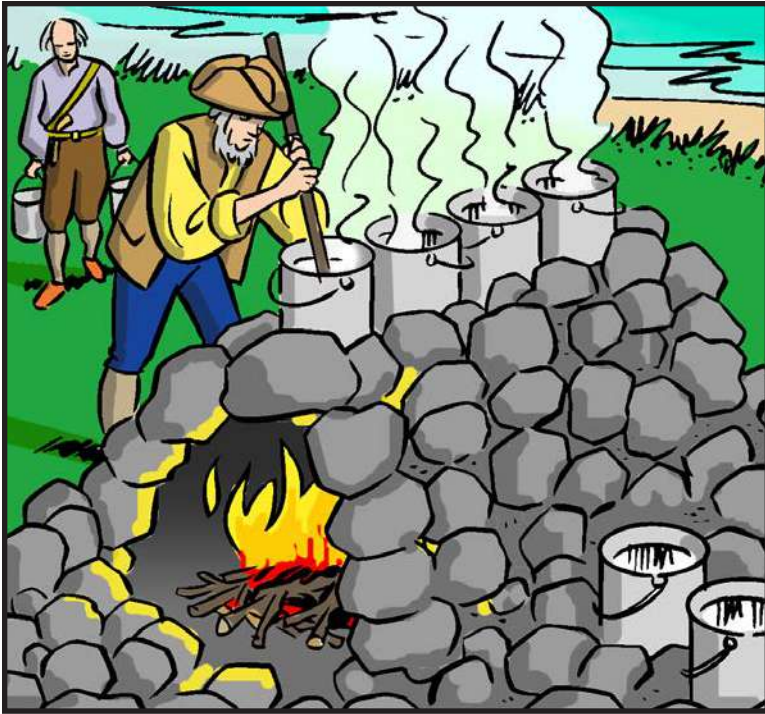
Winter on the Coast

The weather was beginning to turn cold, and Lewis and Clark needed a place to spend the winter. At first they had camped on the north bank of the Columbia River. The Native Americans told the group that the south bank was better. The leaders decided to let the Corps of Discovery vote. Each member had a vote, including the African-American slave, York, and Sacagawea. This was decades before either African-Americans or women could legally vote in the United States. The group voted to move to the south bank.

The Corps built a fort they named Fort Clatsop, after the Native American tribe that lived there. The winter was wet, cold, and miserable. It rained almost every day, the food was bad, and many of the men were homesick. Thomas Jefferson had promised that if the Corps of Discovery saw any ships on the Pacific, it could ask for a ride home, and the government would pay. But no ships appeared.



The Pacific Northwest is famous for rain even today.



One of the explorers' tasks was to boil seawater to make salt.

The team spent its time preparing to go home and tell the world what it had done and seen. All the men filled in their journals, adding information about the weather, the land, the people, and the wildlife. Clark, who turned out to be a natural mapmaker, drew a map of the territory they had crossed. Other men repaired equipment and prepared supplies for the journey.

By the time spring arrived, the explorers were eager to be moving again. On March 23, 1806, they began traveling east, up the Columbia River.

Heading Home

Canoeing up the Columbia River was very difficult, and the Corps of Discovery soon traded its canoes for horses. They eventually reached the Nez Perce village where they had stumbled out of the mountains. The mountains were still covered with snow, and the group chose to wait for warmer weather rather than risk death again. But after a month, they grew impatient and tried to cross the peaks. They found themselves struggling through twelve-foot snowdrifts, even though it was mid-June. They turned back.

After another week of waiting, they tried again. It was still difficult, but they succeeded with the help of some Nez Perce guides.



Some steep mountain passes remain frozen all year.

From then on, the Corps would be going with the river, over territory they had crossed before. Lewis and Clark decided that they had time to split up and explore. Clark, Sacagawea, and many members of the Corps headed toward the Yellowstone River, where they had left their boats the summer before.

Lewis and a group of nine men went north, coming close to what is now the Canadian border. On July 25, while Lewis and his group slept, a band of Blackfoot Native Americans tried to take their horses and guns. Most of the Native Americans ran off when the men awoke. But one man stabbed a Native American, and Lewis shot and killed another.



The raid and shooting

This was the only violence between the Corps of Discovery and any of the Native Americans they met. Lewis and his group hurried on to where the Missouri River met the Yellowstone River. There they met part of Clark's party at a place they named Reunion Point. The group hurried on by canoe.

Do You Know?

On the return trip, Lewis went hunting with a member of the Corps, Pierre Cruzatte. Suddenly, Lewis was shot in the back of the thigh. Lewis assumed that it was the Blackfoot Native Americans, but it turned out to be Cruzatte. Cruzatte had only one eye, and he had mistaken Lewis for an elk.

They all soon arrived at the Mandan Native American town where they had spent their first winter. They said goodbye to Sacagawea, her husband, and Jean-Baptiste, who were staying in the village. Another member of the Corps, John Colter, also decided to leave the expedition to join a group of fur trappers.



Sacagawea's son later lived with Clark to attend school.

The rest of the expedition continued down the river toward home. They went swiftly, encountering many fur trappers, settlers, and explorers who were following in the expedition's footsteps. At last, they reached St. Louis on September 23, 1806. The Corps of Discovery was overjoyed, and so were the people of St. Louis. Many people had assumed that the explorers had died along the journey.

<i>Jefferson picks Lewis to head exploration team</i>	<i>April 1803</i>
<i>Louisiana Purchase</i>	<i>July 4, 1803</i>
<i>Corps of Discovery sets out</i>	<i>May 14, 1804</i>
<i>Sgt. Charles Floyd dies</i>	<i>August 20, 1804</i>
<i>Corps reaches Mandan town</i>	<i>October 24, 1804</i>
<i>Leaves Mandan town</i>	<i>April 7, 1805</i>
<i>Reaches Great Falls of Missouri</i>	<i>June 13, 1805</i>
<i>Reaches Rocky Mountains</i>	<i>August 31, 1805</i>
<i>Finishes crossing Rocky Mountains</i>	<i>Sep. 22, 1805</i>
<i>Corps sights Pacific Ocean</i>	<i>Nov. 7, 1805</i>
<i>Begins return journey</i>	<i>March 23, 1806</i>
<i>Returns to Nez Perce</i>	<i>May 28, 1806</i>
<i>The Corps splits up</i>	<i>July 3, 1806</i>
<i>Joins again at Reunion Point</i>	<i>August 12, 1806</i>
<i>Reaches Mandan town again</i>	<i>August 14, 1806</i>
<i>Returns to St. Louis</i>	<i>Sep. 23, 1806</i>



Jefferson was extremely proud of the Corps' accomplishments.

The Effects of the Expedition

Lewis and Clark went to Washington, D.C., to visit President Jefferson and present him with the results of their journey. Jefferson was disappointed that there was no Northwest Passage, but he was delighted with what Lewis and Clark had done. He carefully studied their new map. He took the animal hides, horns, and skeletons they had collected and displayed them in the White House. He especially enjoyed the live groundhog that the Corps had shipped to him.

Captain Lewis was named the governor of the new Louisiana Territory. But Lewis was unhappy in his role. He had financial trouble, and many people noticed that he seemed moody and sad. In 1809, he headed toward Washington, D.C. in hopes that Jefferson could help him with his problems. On his way there on October 11, he committed suicide with his pistol.

Captain Clark settled in St. Louis, where he had a career in public service, which included serving as the Superintendent of Indian Affairs. He always tried to help the Native Americans who had helped him on his expedition.



Clark went on to a successful career.



Lewis and Clark's mapping expedition covered over 8,000 miles and took almost 2½ years to complete.

Lewis and Clark's story has been told in hundreds of books, movies, and poems. Everything from schools to motels have been named after the two men. But the most important effect of Lewis and Clark's journey was that they opened the American West to settlers, explorers, **prospectors**, and adventurers. They paved the way for the American farms, factories, and cities that we know today. After the Lewis and Clark expedition, the American West was never the same.

Explore More

At the Library

Ask your librarian to help you find books on the Lewis and Clark expedition. You may even be able to find parts of Lewis and Clark's journals. Also check out the video section of the library for films about the Corps of Discovery.

On the Internet

- A. In the address window, type *www.google.com*.
- B. Type *Lewis and Clark* in the search window and click on "Google Search."
- C. Read the colored links. Click on one that looks interesting. When you want to explore other links, click on the "Back" button at the top left.

On Land

If you ever visit the western United States, you might get a chance to follow in Lewis and Clark's footsteps. Lewis and Clark's camps and trails in the Pacific Northwest are marked on maps. You can even visit re-creations of the forts and view the Pacific Ocean from where the expedition first spotted it. Form your own Corps of Discovery!

Glossary

corps (<i>n.</i>)	a group of workers or soldiers (p. 4)
impassable (<i>adj.</i>)	impossible to get through (p. 8)
interpreter (<i>n.</i>)	a person who translates from one language to another (p. 9)
malnutrition (<i>n.</i>)	a disease brought on by not getting enough nutrients (p. 10)
moccasins (<i>n.</i>)	soft leather shoes often worn by Native Americans (p. 7)
Northwest Passage (<i>n.</i>)	an imaginary trade route across North America that went up the Missouri River and down the Columbia River (p. 4)
prospectors (<i>n.</i>)	people who search for gold, silver, or other precious minerals (p. 22)

Index

Blackfoot, 17, 18	Northwest Passage, 4, 8, 20
Cascade Mountains, 11	Pacific Ocean, 4, 7, 8, 10, 13, 14
Columbia River, 6–8, 14–16	Reunion Point, 17
Fort Clatsop, 14	Rocky Mountains, 8, 9
Great Falls of the Missouri River, 6	Sacagawea, 5–7, 9, 14, 17, 18
Mandan, 4, 18	Shoshone, 5, 7, 9
Nez Perce, 10, 16	St. Louis, 19, 21



RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS

Printables

Week 1

LEARNING MENU SPECIALS

GRADE 5

1

Time for an adventure! Let's go on a scavenger hunt:

bit.ly/PEhunt



2

W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:

rsu57.zoom.us/j/298414629



3

OPEN Challenge: Remember when bottle flipping was all the rage..well it still is! All you need is a plastic bottle and water! Try this:

<https://bit.ly/PEatHOME>



4

Find an artist or artwork on the Tate Museum website. that inspires you. Send your art teacher a message or a video explaining why it inspires you.

bit.ly/MuseumExplore

Directions:

bit.ly/4and5directions



5

SuperHero Drawing

Directions:

bit.ly/4and5directions



6

Joan Miro Video:

bit.ly/JoanMiroYouTube

Directions:

bit.ly/4and5directions



7

Song Maker: Experiment with patterns and melodies using SongMaker.

bit.ly/SONGMAKER

Share your composition with your music teacher!



8

Listening Log: Select a song from bit.ly/ListeningPlaylist then complete the listening log found either in Google Classroom or SeeSaw.



9

Play the song "Hot Cross Buns" or "Mary Had a Little Lamb" on water glasses in your home. See your music teacher for more detailed instructions and tips to be successful! Send a video of your song to your music teacher!



10

Listen to this video:

bit.ly/DestinyLib

Pick out a book and share with your librarian what you are reading.



11

Internet Traffic Light Video:

safeyoutube.net/w/YqL4

Activity:

<https://bit.ly/SafetyActivity>



12

Create Your Own Internet Safety Poster: Work with your family to create the internet safety rules for your house. Remember this includes searching the web, social media, and games! These rules are about keeping you safe and keeping information about you private.. Can you come up with 5?



Name: _____

Grade: _____

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

Recycled Sculptures

Joan Miro is an artist that is known for using organic shapes to create abstract paintings and sculptures.

Week 1: Collect some recyclables and create some sketches on how you want to use your recyclables to create a sculpture.

Week 2: Using your collection of recyclable materials, create a sculpture inspired by Joan Miro's work. Upload your finished product to send to your art teacher. Here's a link that explains more about Miro's life and work:

<https://www.youtube.com/watch?v=NQLk66KorOg>

Here's some examples:



Tate Museum Field Trip

Find an artist or artwork on the Tate Museum website. that inspires you. Send your art teacher a message or a video explaining why it inspires you.

<https://www.tate.org.uk/kids/explore>

Superhero Design

Week 1: Brainstorm superpowers that you would like to have. Maybe you will be solving a problem, helping someone, or simply making a task a little bit easier. Sketch yourself as a superhero. Add details to your costume that help support your superpower. Does he have a sidekick?

Week 2: Create a background that supports your characters superpower.



Comic Strips

Illustrate a comic strip that has a beginning, middle, and end. Here's a link to a free printable comic strip template:

<https://frugalfun4boys.com/printable-comic-strip-templates/>

Week 1: Sketch your characters, it may be helpful to have two or three, so they can interact. You can use the super hero that you created. Think about what type of personality and look each of the characters would have. Spend the time working on this before moving into setting and action.

Week 2: Sketch your settings, create action and story.

Week 3: Finalize your sketches and color it in!

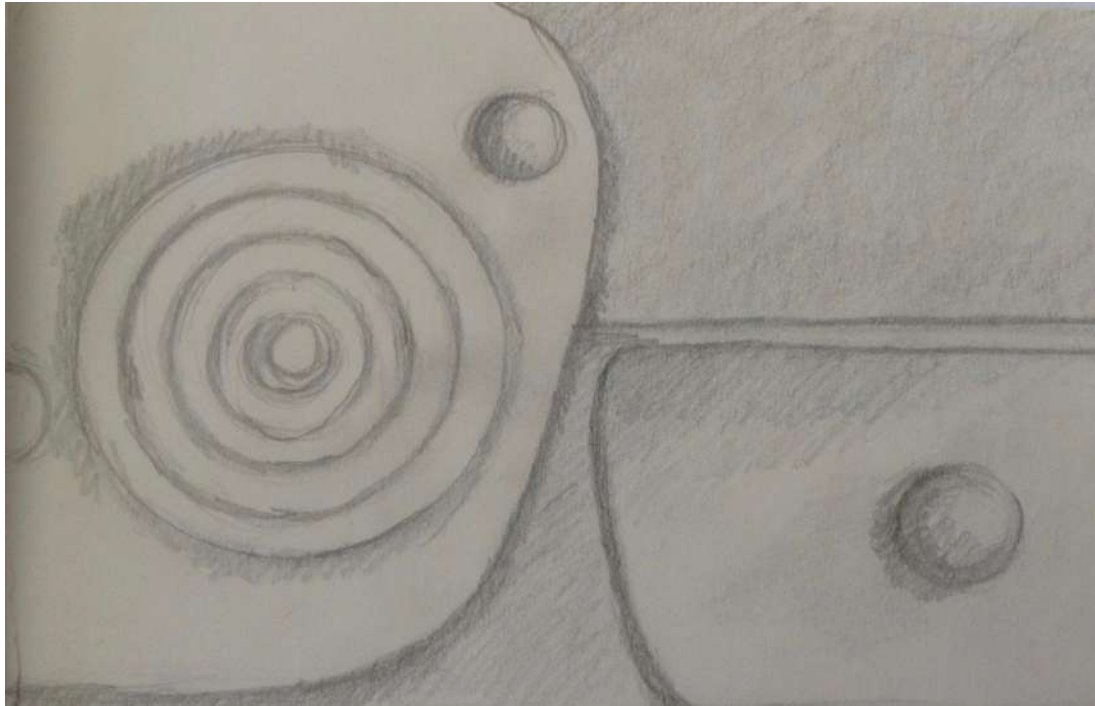
Zoom In ! What is this?

Zooming and cropping is a technique that is often used to build drawing skills. Zooming is when you look carefully at the details of your subject and make them larger.

Cropping is when you only draw ONE section of an object.

Week 1: Use your iPad to zoom in on an object in your house, a tool, kitchen utensil, toy, or anything that has interesting shapes and lines in close up. Take a photo of a part of that object. Do a drawing of your photo, go lightly with pencil, sketching and capturing large shapes and lines. You can add details as you draw. Take a picture of your drawing and send it to your art teacher. Do you think others can identify your object?

NEXT WEEK: Draw the whole object for your reveal!



Family Outdoor Scavenger Hunt

Directions:

Play as either an individual against others in your family or as a big family team and see how many points you can earn by completing the different challenges. If you complete one, check it off in the column on the right. Set an agreed-upon time limit for the game before you start. At the end of the time limit, add up your points and see how many you/your team earned. Good luck!

100 POINT CHALLENGES	COMPLETED?
Find a rock bigger than your fist.	
Perform 5 different balance poses at 5 different trees. Hold each pose still for 5 seconds.	
Act out your favorite animal in the wild and have a family member be able to correctly guess what you are.	
Roll sideways down a small hill.	
SUBTOTAL OF POINTS:	

200 POINT CHALLENGES	COMPLETED?
Run in a zig-zag pathway by weaving around 10 different trees.	
Find a pinecone and self-toss and catch it 30 times.	
Hang from a low tree branch using both hands for 5 seconds with your feet off the ground.	
Find a rock, lay it on the ground and cartwheel over it 5 times.	
SUBTOTAL OF POINTS:	

300 POINT CHALLENGES	COMPLETED?
Build a small tipi out of sticks that will remain standing all by itself.	
Find 9 leaves and use them to create your own hopscotch board. 2 leaves side by side = 2 feet, 1 leaf by itself = 1 foot. Show off your jumping and hopping skills to get across!	
Find a stick and draw a picture of something that makes you happy in the dirt with it.	
Use the sun to help you figure out which way is north, south, east and west. Label the directions on the ground using rocks to spell out each cardinal direction.	
SUBTOTAL OF POINTS:	

TOTAL POINTS: _____

That's Private!

Sometimes we want to share things about ourselves on the internet. **Personal Information** would be okay to share, but **Private Information** is not okay to share online without permission from a Trusted Adult.

Personal....Private...What's the difference?!

Personal Information tells information about you that could also be true about a lot of other people. It can't be used to identify you.



Private Information tells information that can be used to identify you.



My full name, address, and date of birth are private!



My favorite food and my age are personal information!



Keep It Private!

NAME _____

DATE _____

Part I Directions:

Draw an X through the sections that ask for private information. Then complete the rest of the form.

Sign up for SongTube! Fill out this form to start making music!

Full Name

 First

Last

Nickname

Birthdate

What is your favorite song?

Upload Your Picture!

What kind of music do you like?

☐ Pop

☐ Country

☐ Hip Hop

☐ Rock

☐ Jazz

☐ Other

Home Address

School Name

Do you play an instrument? If yes, what do you play?

Parent /Caregiver Phone Number
 - -



PRIVACY & SECURITY

We care about everyone's privacy.

commonsense.org/education
Shareable with attribution for noncommercial use. 

Playing a Known Song on Water Glasses

For this activity, you will be using 3 water glasses/bottles to play either the song, “Hot Cross Buns” or “Mary Had a Little Lamb.” If you want, try playing the song on different glasses, directions below. ***Send your music teacher a video of your work, we would love to see it!***

Materials:

- 3 water glasses/glass bottles/wine glasses
- A metal or wooden spoon
- Water

Fill the first glass with a little water, fill the second glass about halfway, and fill the third glass almost full of water.

Water Glasses

Gently tap on the side of each glass to make a sound. Try playing “Hot Cross Buns” or “Mary Had a Little Lamb” on the glasses. You can experiment with more or less water in your glasses to make it sound more in tune. Check out the videos below for other examples.

<https://www.youtube.com/watch?v=t26-nbRs2KY>

Glass Bottles

Fill the bottles the same way as the water glasses. Gently blow straight over the top of the bottles to make the sound. Try playing “Hot Cross Buns” or “Mary Had a Little Lamb” on the glasses. Experiment with what direction you are blowing to get the best sound. Also, you can experiment with more or less water in the bottles to make it sound more in tune. Check out the example below.

<https://www.youtube.com/watch?v=G0RF7UcyJO0>

Wine Glasses

Fill your wine glasses the same way as the water glasses. Gently wet your pointer finger and shake off the excess water. Gently run your pointer finger around the rim of the wine glass. It should make a light, ringing sound. Try playing “Hot Cross Buns” or “Mary Had a Little Lamb” on the glasses. Experiment with adding a very slight amount of pressure to make the best sound. Also, you can experiment with more or less water in the glasses to make it sound more in tune. Check out the example below. This is the toughest one to do, so if you can’t figure this one out, try one of the other ways!

https://www.youtube.com/watch?v=NJ-O_nfOhDY