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18 Integrating Information from Multiple Sources

PAGES 217 AND 218

Common Core State Standard

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

THEME: American Journeys

1 Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Discuss with students that using multiple sources of information is important when researching and writing about a topic. Discuss with students the different types of sources they can use to find out more about a topic: photographs, maps, books, time lines, graphs, Internet sources, etc.

2 Focused Instruction

Title: Lewis and Clark, Scientists

Genre: Nonfiction: History/Social Studies

Lexile® Measure: 1180L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

botany, epic, latitude, longitude, meticulously, undertaking, unsurpassed

CCSS RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.


LESSON
18 Integrating Information from Multiple Sources

1 Introduction THEME: **XX** American Journeys

You can learn more about a topic or issue in nonfiction text by reading information from different **sources**. If you are studying World War I in your history class, your teacher might pair an actual account written by a volunteer who drove an ambulance along with a newspaper advertisement seeking WWI ambulance drivers.

Visual images also help you to better understand nonfiction text. You might watch a video in your classroom to help you visually learn more about the pyramids of Egypt. A **time line** of ancient Egyptian history can help you understand significant events in **chronological** order. A map of ancient Egypt will help you locate the location of major cities such as Thebes. Photographs help expand your knowledge of written topics.

Look at the photograph. Fill in the chart to tell what you can learn from the photograph.



An artifact from ancient Egypt

Type of Visual Image	What I Can Learn from It
Photograph	The photograph helps me to visualize how ancient Egyptians looked and how they dress. It also shows hieroglyphics, a writing system using symbols and pictures.

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2 Focused Instruction Lesson 18

Read the first part of the article. Then answer the questions.

Lewis and Clark, Scientists
by Edward Miller

1 It's the greatest adventure story in American history. Between 1804 and 1806, Meriwether Lewis and William Clark led the first US overland expedition to the Pacific coast. They mapped unknown territory, recorded vocabularies of Indian languages, established friendly relations with most of the tribes along their route, and they did it while losing only one man, to a burst appendix. They are deservedly celebrated for their skill as frontiersmen. Where they don't always receive the credit they deserve is for their scientific work.

2 President Thomas Jefferson chose Lewis personally to command the expedition, and Lewis chose Clark as his co-commander. Both were career soldiers with no formal training in science. Jefferson chose Lewis because, as he later wrote, "It was impossible to find a character to whom a complete science in botany, natural history, mineralogy, and astronomy, joined the firmness of constitution and character and... habits adapted to the woods, and a familiar with Indian [manners and customs] requisite for this undertaking. All these latter qualifications Capt. Lewis has."

Think About It 

What type of image would help you to better understand this article? Think about what you want to see while you are reading this article.

Read paragraph 1 again. What are Lewis and Clark best known for?
They are known for their skills as frontiersmen and mapping unknown territory.

What graphic feature might be included to help enhance the ideas in this text?
a historical map showing the territory that Lewis and Clark mapped.

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2 Focused Instruction Lesson 18

Continue reading the article. Then answer the question.

3 Jefferson himself taught Lewis botany during walks through his estate in Virginia and near the capital. He gave Lewis the run of his library and introduced him to the Linnean system of scientifically naming species. He sent Lewis to Philadelphia for a crash course in medicine with Dr. Benjamin Rush, the most famous physician of his day and Jefferson's friend. As for Clark, he was a skilled mapmaker who knew how to use the sun, moon, stars, and up-to-date instruments to calculate latitude and longitude.

4 It's hard to argue with the results. The journals of Lewis and Clark meticulously describe more than 200 plants previously unknown to science, with notes on how the American Indians used them for food and medicine. They describe 120 animals, including the grizzly bear and bighorn sheep. The expedition brought back samples of dozens of these species, both live and stuffed, for further study. Clark's careful observations and measurements produced maps unsurpassed in accuracy until the development of GPS technology two centuries later. The great adventure that is our national epic must also be recognized as one of history's great scientific expeditions.

A CLOSER LOOK
What would you want to see illustrated? Circle two details in the last paragraph that could appear as illustrations to accompany this article.

What is the author's purpose?
What might the actual journals written by Lewis and Clark during their expedition contain?

A information about GPS technology
B a blueprint of President Thomas Jefferson's house
C a time line of American Indian tribes
D a sketch and description of a bighorn sheep

DISCUSS IT
Think about discovering a new plant previously unknown to science. What information would you write about the plant in your notes? How else would you share information about the plant? Discuss this with another student.

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A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Speaking/Listening Activity


As a class, discuss what questions Lewis and Clark might have asked themselves when documenting new plants and animals (e.g., size, what it eats if an animal, location, environment, coloring). What would be important to include? What might be as important?

3 Guided Practice Lesson 18

Read the article. Then answer the questions.


from The Journals of Lewis and Clark

Expedition at time of writing




Monday April 29th 1805 (Lewis)

About 8 a.m. we fell in with two brown or yellow [grizzly] bears, both of which we wounded; one of them made his escape, the other after my firing on him pursued me 70 or 80 yards, but fortunately he had been so badly wounded that he was unable to pursue so closely as to present my [loading] my gun; we again repeated our fire and killed him. It was a male not fully grown, we estimated his weight at 300 lbs not having the means of ascertaining it precisely. The legs of this bear are somewhat longer than those of the black, as are its [claws] and [teeth] incomparably larger and longer. Its color is yellowish brown, the eyes small, black, and piercing; the front of the forelegs near the feet is usually black; the hair is finer thicker and deeper than that of the black bear. These are all the particulars in which this animal appeared to me to differ from the black bear; it is a much more furious and formidable animal, and will frequently pursue the hunter when wounded; it is astonishing to see the wounds they will bear before they can be put to death. The Indians may well fear this animal equipped as



Grizzly Bear



Black Bear

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3 Guided Practice

Title: The Journals of Lewis and Clark
Genre: Nonfiction: History/Social Studies
Lexile® Measure: 1250L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

ascertaining, currant, extremity, fertile, formidable, incomparably

3 Guided Practice Lesson 18

they generally are with their bows and arrows... but in the hands of skillful riflemen they are by no means as formidable or dangerous as they have been represented....
 Tuesday April 30th 1805 (Clark)

I walked on shore today and our interpreter [Charbonneau] and [his Indian wife, Sacagawea] found and brought me a bush something like the currant, which she said bore a delicious fruit and that great quantities grew on the Rocky Mountains. This shrub... has a yellow flower and a deep cup. The fruit when ripe is yellow and hangs in bunches like cherries. Some of those berries yet remained on the bushes. The bottoms above the mouth of the last river is extensive, level, and fertile... the upland appears to rise gradually... Captain Lewis walked on shore and killed an elk this evening, and we came too and camped on the south shore. The country on both sides has a beautiful appearance.

Wednesday May 1st 1805 (Lewis)

Shannon killed a bird of the plover kind, weight one pound. It measured from the tip of the toe to the extremity of the beak 1 foot 10 inches, from tip to tip the wings when extended 2 ft 5 in; beak $3\frac{5}{8}$ in., tail $3\frac{1}{8}$ in., leg and toe 10 in.... The legs are flat thin... and of a pale sky blue color, being covered with leathers as far as the muscle extends down it, which is about half of its length.... it has four toes on each foot, three of which are connected by a web.... The tail consists of 11 leathers of equal length, & of a bluish white color. The body and the underside of the wings... are white.... A part of the larger feathers and all of the small feathers that cover the upper side of the wings are black.... Their note resembles that of the gray plover, though it is louder and more varied....

A CLOSER LOOK
 Circle details that an artist would use to sketch the bush that Clark described in his April 30 entry.
 Underline details of the plover's anatomy that a scientific illustrator would use to accurately portray this bird.

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Media/Research Activity

Working in pairs, have students use the Internet to learn more about Lewis and Clark, their journals, and the specimens they brought back. Have students share their findings with the class.

ELL Support

Have students work in pairs. Have them discuss what their life is like and what Lewis and Clark's life was like on their journey. Provide sentence frames for comparisons and contrasts: I wear _____, but Lewis and Clark wore _____. I use _____, but Lewis and Clark used _____. I sleep _____, but Lewis and Clark slept _____.

3 Guided Practice Lesson 18

Which choice pinpoints where in the West the explorers were located?

1 According to the map and passage, which state do the Rocky Mountains pass through?
 A Oregon (OR)
 B North Dakota (ND)
 C Montana (MT)
 D South Dakota (SD)

2 How do the photographs of the two bears help readers to expand the information contained in the first journal entry?
 The photographs help readers to visualize the differences between grizzly and black bears. They show that the grizzly is more powerfully built and with more dense fur than the black bear.

3 Discuss how a point made in Edward Miller's article is supported by Lewis and Clark's journal entries.
 The article states that the explorers described unknown plants and noted how the American Indians used them for food and medicine. Clark's journal entry gives a firsthand account of a currant bush that Sacagawea pointed out to the explorers.


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4 Independent Practice Lesson 18

Read the passage. Then answer the questions.

Who Was Sacagawea?

1 A teenage girl became an invaluable member of Lewis and Clark's Corps of Discovery as they explored the West. Sacagawea was a Shoshone teenager, around the age of 16 or 17, who acted as interpreter and guide. Little reliable information exists about her background, but it is believed that an enemy tribe kidnapped her when she was a young girl and took her away from her home and family.



2 In time, she married a French-Canadian fur trapper named Toussaint Charbonneau. When Lewis and Clark arrived in North Dakota in 1804, Charbonneau offered his services as a translator. The explorers became interested in Sacagawea because she, unlike her husband, spoke the Shoshone language. Lewis and Clark knew they would encounter the Shoshone tribe, and an interpreter would be extremely useful.

3 Both Charboneaus joined the expedition in April of 1805. Sacagawea was the only woman in the Corps of Discovery. She also had recently given birth to her first child, a son named Jean Baptiste. Mother and infant offered the explorers protection. Their presence indicated to the native tribes that theirs was a peaceful mission. The group of explorers would not be mistaken for a war party as women and infants were never included.

4 When one of the two boats the explorers were steering nearly tipped over on the upper Missouri River, Sacagawea saved the day. She retrieved Lewis and Clark's journals, scientific instruments, specimens, and other supplies. Without her quick actions, all would have been lost.

5 As soon as the explorers caught sight of the Rocky Mountains, the river they had been traveling on became shallow and rocky. Lewis and Clark discovered that their boats would not be able to navigate the low waters. Horses would be necessary to continue the expedition. Lewis and Clark hoped to trade with the Shoshone tribe, but first they needed to locate them.

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4 Independent Practice


Title: Who Was Sacagawea?
Genre: Nonfiction: History/Social Studies
Lexile® Measure: 1010L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

critical, expedition, instrumental, Shoshone, translator

4 Independent Practice Lesson 18



6 At this stage of the journey, Sacagawea's knowledge of the landscape became critical to the success of the Corps of Discovery. She recognized features of the landscape because she was finally arriving home to the region where she had been kidnapped! She pointed out Beaverhead Rock, near present-day Dillon, Montana, and assured Lewis and Clark that her tribe was nearby. Several days later the Corps reached the Shoshone tribe. There, Sacagawea discovered to her surprise that the tribe's chief was her brother. She was instrumental in securing horses for the expedition's mountainous trek along with a guide to lead the party.

7 In 1806, the Corps of Discovery returned to St. Louis. They bid farewell to Sacagawea and Charbonneau in North Dakota. However, Clark offered to raise the couple's son, Jean Baptiste, and educate him. The couple brought their son to St. Louis in 1809, and Clark kept his promise. Sacagawea died soon after giving birth to a daughter, Lisette, in 1812.

RI.6.7 DOK 1

1 Using the map and the text, what can you tell about when and where Sacagawea was reunited with her tribe?
 Sacagawea was reunited with the Shoshone in close proximity to the Rocky Mountains on August 17, 1805.

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4 Independent Practice Answer Analysis

1 Answers should include information that Sacagawea met the Shoshone on August 17, 1805, near the Rocky Mountains in present-day Montana.

Writing Activity

Working in pairs, have students read a travel brochure or advertisement about a destination. Ask students to identify the facts in brochure. Then ask them to identify the opinions. Invite students to share the examples they found with the class.

- 2 Choice D is correct because the author explores how Sacagawea helped lead the explorers to the Shoshone tribe so they could obtain horses to continue their journey. Choice A is incorrect because while the “Journals of Lewis and Clark” mentions that Sacagawea gave them fruit from fruit trees, this is not addressed in the Sacagawea passage. Choice B is not correct because the journals also describe different plants and animals, but this is not the main theme of the Sacagawea passage. Choice C is incorrect because while Sacagawea does save Lewis and Clark’s supplies when their boats nearly tipped over, she does not teach them how to swim.
- 3 Answers should include information that the statue shows that Sacagawea carried a baby on her back throughout the journey.
- 4 Answers should include information that the author could use a page from the journals that describes Sacagawea, or a photograph of Beaverhead Rock, or information about her tribe.

Lesson 18

4 Independent Practice

2 How does this passage expand upon the importance of Sacagawea that was discussed in “The Journals of Lewis and Clark?”

- A It details how she helped the explorers find fruit trees.
- B It explains how she helped Lewis and Clark identify plants and animals.
- C It records how she gave the men swimming lessons, which saved their lives.
- D** It describes how her guide skills were instrumental to the journey.

**RI.6.7
DOK 2**

3 Describe how the statue in the photograph helps you to visualize the courageous role that Sacagawea played during the expedition.

The statue shows that Sacagawea accomplished all of her feats while carrying an infant upon her back. It portrays the pioneer spirit she displayed while exploring new territory.

**RI.6.7
DOK 3**

4 What other images could the author use to illustrate this passage that would add to your understanding of Sacagawea?

The author could use a historic illustration showing Sacagawea saving the journals from the river, a photograph of Beaverhead Rock, and an image from a page in Lewis and Clark’s journal that mentions her.

**RI.6.7
DOK 3**

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SAMPLE