

- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text.
- SL.3.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d.** Explain their own ideas and understanding in light of the discussion.
- CCR.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of the text.
- CCR.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.



### Understand the Standards

One way to follow an article is to make a **time line**, or ordered list, of the key events the writer includes. Then you can see the **sequence**, or time order, of events. You can also see the **logical connections** the writer used in presenting the information. You may find comparisons, cause-and-effect relationships, or other useful ways to present information.

**Words to Know**

- time line
- sequence
- logical connections

For passages about historical events, you may also want to look at a map to find the places mentioned. That way you can follow the activities the writer describes.



### Guided Instruction

You might find an article like this in a history book:



#### Lewis and Clark

Two years of travel and exploration changed the face of the United States forever. In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. He charged two men to explore this vast, uncharted territory. On May 14, 1804, Meriwether Lewis and William Clark set out. They started at the Mississippi River near St. Louis. They traveled up the Missouri River. By October they reached the villages

**Guided Questions**

How does the opening sentence suggest what to read for?

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of the Mandans/Hidatsas and stopped for the winter. By December Fort Mandan was built across the river from the main village.

In April 1805, they left the fort, near today’s Bismarck, North Dakota, to resume their trek. They were now led by a French-Canadian fur trader and his wife, Sacajawea, a Shoshone Indian. Sacajawea’s knowledge of the ways of Indian tribes and their languages helped the expedition survive. They crossed the Rockies, the most difficult part of their journey. By October they reached what is now the Columbia River and followed it to the Pacific Ocean. They built Fort Clatsop and spent the winter there. In March 1806, they began their return trip.

**Guided Questions**

When you start to see dates in the text, what do you suspect the writer is doing?

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**October 1804:** The expedition reaches villages of Mandans/Hidatsas. Members build Fort Mandan across the river from the main village.

**From Patrick Gass’s journal:** “The village contains 40 or 50 lodges.”

**June 1805:** The Corps begins its Lower Portage around the Great Falls of the Missouri, near Great Falls, Mont.

**From William Clark’s journal:** “To scale the fatigues of this party would take up more of the journal than other notes which I find scarcely time to set down.”

**May 14, 1804:** The expedition leaves from Camp Dubois.

**From Joseph Whitehouse’s journal:** “Hard Showers of rain...we got in readiness...we fired our swivel on the bow, hoisted Sail and Set out in high Spirits for the Western Expedition.”

By September when Lewis and Clark arrived in St. Louis, everyone was amazed. They had been given up for dead. But Lewis and Clark's notes, descriptions, drawings, and tales caused a sensation. Their success inspired many people to head west. As a consequence of the party's reaching the Pacific, the United States claimed the Oregon Territory. The country now reached from the Atlantic to the Pacific.

### Guided Questions

Complete the following activities based on the passage you just read.

1. Complete the following time line.

Lewis and Clark Time Line	
Date	Event
1803	Louisiana purchase
May 14, 1804	
October 1804	
December 1804	Fort Mandan (winter camp) completed
April 1805	
May 1805	See Rockies for the first time
June 1805	
September 1805	Finish crossing the Rockies
Winter 1805–1806	Build and live in Fort Clatsop
March 1806	
September 1806	

Look for clues in the text to see which events happened first, and then which ones followed. Then *think* about what you read. Find the connections between the different points on your time line.

**Example:**

On May 14, 1804, Meriwether Lewis and William Clark set out. . . .

By October they reached the villages of the Mandan/Hidatsas . . .

**Think:** If they left in May and reached the villages in October, they traveled for about six months before they stopped. That was a lot of territory to cover by traveling up a river! Remember, in those days there were no roads or cars for travel, so the explorers depended on boats to travel up the river.

Now consider these clues from the text. How are the events connected?  
Describe your thinking.

2. In April, 1805, they left the fort. . . . They crossed the Rockies, the most difficult part of their journey.

**Think:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. In March, 1806, they began their return trip. . . . By September when they arrived in St. Louis everyone was amazed.

**Think:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. As a consequence of the party's reaching the Pacific . . . The country now reached from the Atlantic to the Pacific.

**Think:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**On Your Own**

Discuss

Read these five passages from the article. Work with a partner to put the passages in time order. Which came first, second, third, fourth, and last? Work with a partner to order them in the chart. Then talk with your partner about the logical connections among the passages.

By October they reached what is now the Columbia River and followed it to the Pacific Ocean.

As a consequence of the party's reaching the Pacific, the United States claimed the Oregon Territory.

They were now led by a French-Canadian fur trader and his wife, Sacajawea, a Shoshone Indian.

In 1803, President Thomas Jefferson purchased the Louisiana Territory from France.

By October they reached the Mandan villages and stopped for the winter.

Passage	Number in Time Order

Complete these activities based on the passage you just read.

- 1 The event that occurred first is
  - A arriving at the Mandan villages.
  - B building Fort Clatsop.
  - C departing from an area near St. Louis.
  - D reaching an area near St. Louis with information about the Northwest Territory.

- 2 Read the sentences below.

**Two years of travel and exploration changed the face of the United States forever. The country now reached from the Atlantic to the Pacific.**

What is the relationship between these two sentences in the passage?

- A main idea and detail
- B introduction and conclusion
- C cause and effect
- D comparison and contrast

- 3 According to the passage, what helped the expedition to survive?
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- 4 Read this sentence from the passage.

**But Lewis and Clark's notes, descriptions, drawings, and tales caused a sensation.**

In your own words, tell what effect resulted from this cause.

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- 5 The passage describes the explorations of Lewis and Clark. On your own sheet of paper, evaluate how their accomplishments affected the development of the United States. Use evidence from the passage to support your ideas.



- 6 Work with a group of classmates to create a multimedia presentation about a remote place that you would like to explore like Lewis and Clark did. Outside the U.S., it can be as remote as Newfoundland or the Galapagos Islands. Inside the U.S., you might pick Okefenokee Swamp or the Mount St. Helens region in Oregon. Find music, videos, and stories in print that you can combine to tell about the place and why you would like to explore it. Share your presentation with your classmates.