Routes and Roots

Geographic and scientific knowledge from the Lewis and Clark expedition

5.C.7.3.B "geographic and scientific knowledge gained from the Meriwether Lewis and William Clark expedition"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that show what the expedition learned about routes or landforms, and circle two details that show what it learned about plants or animals.

Notes from a Journey West

1 In 1804, Meriwether Lewis and William Clark led an expedition west from the Mississippi River. Their group traveled up the Missouri River, recording bends, streams, and places where boats could pass. At the Great Falls of the Missouri, they had to carry their boats and supplies over land. Their notes showed later travelers where river travel became difficult.

2 Farther west, the group crossed the Rocky Mountains with horses obtained from the Shoshone. Shoshone people shared knowledge that helped them find a way through the mountains. The travelers then followed the Clearwater, Snake, and Columbia Rivers toward the Pacific Ocean. Their records connected mountain crossings with river routes, but Indigenous peoples had known and used these places for generations.

3 As they traveled, Lewis and Clark also studied living things. They described prairie dogs living in burrows on the plains and recorded cottonwood trees beside rivers. They collected plant samples and wrote down where they saw plants and animals. These records gave many people in the East new scientific knowledge, but Indigenous peoples had known these living things and their habitats for generations.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the expedition learn at the Great Falls that could help someone plan a river trip?

2. How did Shoshone knowledge help the expedition learn a route across the West?

3. What did the expedition's records show about where prairie dogs live?

4. What did the records show about where cottonwood trees grow?

3 YOUR TURN

Your own words

Write a three-sentence field note for someone planning a journey west. Use one route detail and one observation about living things from the passage, then explain how the two details would help a traveler in different ways.

ANSWER KEY

Routes and Roots

GRADE 5 · 5.C.7.3.B

PART 1 · READ AND MARK

Underline two details that show what the expedition learned about routes or landforms, and circle two details that show what it learned about plants or animals. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the expedition learn at the Great Falls that could help someone plan a river trip?	**The falls made river travel difficult, so travelers had to carry boats and supplies over land.**
2	How did Shoshone knowledge help the expedition learn a route across the West?	**Shoshone people shared knowledge of a way through the Rocky Mountains, and the expedition crossed with horses obtained from them.**
3	What did the expedition's records show about where prairie dogs live?	**Prairie dogs lived in burrows on the plains.**
4	What did the records show about where cottonwood trees grow?	**The expedition recorded cottonwood trees beside rivers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Shoshone people helped the expedition find a way through the Rocky Mountains with horses. The travelers recorded cottonwood trees beside rivers. The first detail helps plan a mountain crossing, while the second shows where one kind of tree grows.

Accept accurate route and living-thing details supported by the passage. Students should distinguish knowledge recorded by the expedition from knowledge Indigenous peoples already had.