MAGAZINE ARTICLE

Preparing to Read

Lewis and Clark Revisited

Informational Text Focus

Comparison-and-Contrast Organization Comparing involves finding similarities; contrasting involves finding differences. Writers usually organize comparison-and-contrast information in these ways:

- **Block method** First, the writer discusses all the features of one subject. Then, the writer discusses all the features of another subject. For example, a writer comparing Jefferson with Lincoln could write about Jefferson first and then Lincoln.
- **Point-by-point method** The writer discusses one feature at a time, explaining how the feature relates to each subject. For example, to compare Jefferson with Lincoln, a writer might begin by discussing their education. Then, the writer could move on to another topic, such as their political beliefs.

Transition words in either organizational pattern can signal how ideas are related. Words like *both* and *neither* point to similarities; words like *but* and *however* highlight differences.

Into Action This article uses point-by-point organization. Use a chart to keep track of the features being compared and contrasted.

Point Under Discussion	Original Lewis and Clark Expedition	Reenactment of Expedition
Goal of expedition	economic; diplomatic	
U.S. population at the time		
Methods of navigation		

Writing Focus

Preparing for **Constructed Response**

As you read these selections, record key information about Lewis and Clark in your *Reader/Writer Notebook*.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Vocabulary

commemorate (kuh MEHM uh rayt) *v.*: honor the memory of. *This event is planned to commemorate the anniversary of Lewis and Clark's journey.*

mimicking (MIHM ihk ihng) *v.* used as *adj.*: imitating; copying. *The travelers are mimicking the conditions of the original journey.*

resembles (rih ZEHM buhlz) *v.*: looks like. *This modern boat resembles one of the canoes that traveled down the Mississippi two hundred years ago.*

Language Coach

Spelling Patterns For some words that end in *c*, you add a *k* before adding an ending. For example, *panic* becomes *panicked*, and *garlic* becomes *garlicky*. The *k* helps you pronounce these words correctly. How does the word *mimicking* reflect this spelling pattern? What is the base form of this verb?

Learn It Online

Delve into vocabulary, using Word Watch at:

go.hrw.com L8-337 Go

Selection Resources

Collection 3 Resources, on-level practice and assessment, p. 36

PowerNotes, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

The Holt Reader, p. 138

The Holt Reader, Adapted Version, p. 110

Holt Audio Tutor

Differentiating Instruction, modified lesson plans and leveled assessment

Holt English Language Development, systematic instruction and scaffolded content

Supporting Instruction in Six Languages, selection summary

Resources for Teaching Advanced Students, lesson plans

Analyzing Visuals Transparencies, p. 25

ThinkCentral Online Assessment, Selection Test

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students choose the Vocabulary word that best completes each sentence.

1. They had a party to _____ their fiftieth wedding anniversary. [*commemorate*]
2. My dad is good at _____ a dog's bark. [*mimicking*]
3. She _____ her mother, who also has curly hair. [*resembles*]

Language Coach

Use **Language Coach** to help English-language learners acquire word-attack skills. Provide students with words ending in *c*, such as *picnic* and *traffic*. Write each word on the board, and then ask students to create new words by adding suffixes. Emphasize the need to add *k* to the word before adding the suffix.

Informational Text Focus

Give students a copy of the Informational Text Focus graphic organizer before they read. (See **Collection 3 Resources**.) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

As you read and discuss the selection with students, have them record key information in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online

Send students to **Word Watch** for audio pronunciations, synonyms and antonyms, and brief histories of word origins. Preview at **go.hrw.com**.

go.hrw.com L8-337 Go

Direct Teach

Guided Practice

Model and Apply

- Tell students that this article **compares** the actual expedition of Lewis and Clark to a modern-day re-creation.
- Model for students determining whether an article is organized using the **block method** or the **point-by-point method**. Read aloud the first paragraph under the heading "Starting Out."
- Point out that the author contrasts the historical event with the modern-day re-creation. This paragraph discusses the differences in boating. The real Lewis used a keelboat with oars, poles, sails, and ropes. The person pretending to be Lewis in the reenactment used a motor to power his boat.
- Have students record these points in their Informational Text Focus graphic organizers.

Point Under Discussion	Original Lewis and Clark Expedition
Goal of expedition	economic; diplomatic
U. S. population at the time	2/3 lived within 50 miles of the Atlantic
Methods of navigation	oars, poles, sails, ropes
Reenactment of Expedition	
symbolic; educational	
spread across the country	

MAGAZINE ARTICLE

LEWIS AND CLARK REVISITED

by THE WORLD ALMANAC

Read with a Purpose

Read this article to find out how a modern group of adventurers followed in the footsteps of Lewis and Clark.

Build Background

The following article compares a historical reenactment, or re-creation of a historical event, to the actual historical event. Some reenactments focus on a specific event, such as a battle or an expedition. Other reenactments try to create an accurate portrait of a past period, such as the Middle Ages or Colonial America. All reenactments create a living history, bringing the past to life for both the participants and audiences. A viewing public can enjoy reenactments by visiting them in person, reading about them in magazines, or following Internet updates on them.



Discovery Expedition members David Cain (left) and Payton "Bud" Clark, great-great-great-grandson of William Clark.

Selection Readability	
Easily Accessible **Accessible** Challenging	historical context; complex syntax; sophisticated language
Lexile	**1140**

Selection Summary

To commemorate the bicentennial of Lewis and Clark's expedition, the Army Corps of Engineers organized a "journey of rediscovery," called the Discovery Expedition. Starting in 2003, as many as 177 participants traveled the Lewis and Clark trail. While this reenactment differed from the original expedition, in some ways it helped renew interest in the journey.

President Thomas Jefferson's directions to Meriwether Lewis over 200 years ago were clear: Find and map "the most direct & practicable" waterway to the Pacific, share the country's intentions with people along the way, and record your findings. When Lewis and the rest of the Corps of Discovery stepped forth to explore the Louisiana Territory, however, most details about the terrain[1] and its waterways were murky or unknown.

To commemorate the bicentennial[2] of that courageous expedition, the Army Corps of Engineers facilitated a "journey of rediscovery," named the Discovery Expedition. Starting in 2003, as many as 177 participants, many of them retired military men and women, traveled the well-known Lewis and Clark trail. Around ten reenactors stayed with it from start to finish.

While Lewis and Clark had a diplomatic and economic mission, the reenactors' goals were primarily symbolic and educational. In Lewis and Clark's time, two-thirds of the U.S. population lived within 50 miles of the Atlantic. Now, Americans are spread across the land from sea to sea, details about the trail are available on the Internet, and the "reenactment" was just that, a kind of theater acted out by dedicated history buffs. A

STARTING OUT

Organizers of the Discovery Expedition took pains to be authentic but made concessions to time. Lewis, for instance, traversed the Ohio River with a keelboat using oars, poles, sails, or ropes for cordelling (pulling a boat along a waterway from the shore). In the reenactment, "Lewis" had a motor powering his craft. B

The bicentennial crew had supplies mimicking the originals'—within reason. Lewis and Clark brought medicines of the day, including "Rush's Pills," which had explosive powder and mercury in the mix. The first explorers smeared themselves with tallow and bear grease to fight mosquitoes.

Lewis and Clark made their first winter camp in Camp Wood, Illinois. Because the Mississippi has moved eastward, reenactors had to place their replica two miles from the original site. The original Corps of Discovery did not spend the cold months in video conferences with schools around the nation, as Discovery Expedition "explorers" did. Those on the modern trek ate venison and salt pork for authenticity but also enjoyed pizza and doughnuts donated by visitors.

1. **terrain:** surface features of land.
2. **bicentennial:** two-hundredth anniversary.

A **Read and Discuss** What has the author told you about the Discovery Expedition?

B **Informational Focus** **Compare and Contrast** What is being contrasted in this paragraph?

Vocabulary **commemorate** (kuh MEHM uh rayt) *v.:* honor the memory of.
mimicking (MIHM ihk ihng) *v.* used as *adj.:* imitating; copying.

Think About/Talk About

Read with a Purpose Direct students to read the Read with a Purpose statement. Ask them what two things will be compared in the article. ***Possible response:*** *A modern-day reenactment will be compared with the Lewis and Clark expedition.*

Comprehension

A Read and Discuss

Possible response: *It is an expedition where about 177 people are going to reenact the Lewis and Clark expedition.*

Analysis

B Informational Focus

Possible response: *This paragraph contrasts the boating practices of the real Lewis with the boating practices of the reenactor portraying Lewis.*

? Extend the Discussion

Express an Opinion Do you think reenactments of historical events are important? Explain. ***Possible response:*** *Yes; reenactments allow citizens to learn more about their shared history by walking in the footsteps of those who were involved in the event.*

Differentiating Instruction

Learners with Diverse Needs

Before reading the selection, review the previous magazine article, "Lewis and Clark: Into the Unknown," with students. Identify important facts within the article. Tell students to keep these facts in mind as they read the next article. To build students' background knowledge, explain that in this article, people will act out the Lewis and Clark expedition. Make sure students understand that the article compares historical events to a present-day event that recreates the original event.

See **Differentiating Instruction** for lesson plans and strategies for teaching learners with diverse needs.

Guided Practice

Model and Apply

- Point out that the **point-by-point method** used here discusses one topic at a time, explaining how that topic appears in each subject. Ask students to identify the two subjects of the article. ***Answer:*** *The two subjects are the Lewis and Clark expedition and the modern-day reenactment.*
- Call students' attention to the two topics discussed on these pages: Native American encounters and changes to the land. Explain that the text is organized so that each topic is discussed as it pertains to the Lewis and Clark expedition and the reenactment.
- Ask students how the organization would differ if the article used the **block method**. ***Possible response:*** *The article would cover all of the topics as they pertain to Lewis and Clark, and then it would cover all the topics as they pertain to the reenactment.*



ENCOUNTERS ALONG THE WAY

Lewis and Clark met friendly American Indians and adopted some of their ways, including abandoning their military uniforms for buckskin clothing, buffalo robes, and moccasins. The Mandan and Hidatsa peoples helped them pass the winter at Fort Mandan, providing maps for the trek ahead. But other groups threatened the expedition.

The reenactors heard just an echo of that: the Oto and Missouri chiefs welcomed them, for instance, as did the Omaha. The Yankton Sioux held a mock council in Nebraska. However, the Lakota came out in protest, saying that the journey opened "old wounds" about the government's treatment of them after the expedition. C

CHANGES TO THE LAND

The land only vaguely resembles the old countryside. The Missouri River stretch called the Missouri Breaks, wrote reporter Anthony Brandt, "still looks almost exactly as Lewis and Clark found it 200 years ago." Other aspects, such as the river system, have changed dramatically. Numerous dams and irrigation projects have left marks, as have agricultural and industrial pollution.

Forests of the Rockies, Cascades, and coastal ranges have been heavily cut and logged. There were 20 million acres of old-growth forest in Oregon and Washington. Now there are 2.3 million, according to Water Planet.

C **Informational Focus** **Compare and Contrast**
How were the reactions of American Indians to both expeditions similar and different?

Vocabulary **resembles** (rih ZEHM buhlz) *v.*: looks like.

Research to Practice

Holt author ***Sara Kajder*** *offers suggestions for teaching paired texts.*

As much as I want students to activate prior knowledge about the content of the texts we read, I also lead them through activities that help them activate prior knowledge about its structure and form. Because each student brings a range of experiences and knowledge to the text, we typically do this work collectively prior to reading.

Prior to class, I place a large sheet of butcher paper in stations throughout the classroom. Each is labeled with a different type of informational text. I have students work in small groups to "carousel" through each station, listing what they know about the text form's organization, features, or challenges. Once everyone has cycled through each station, we hold a whole-class discussion of what has been shared on the sheets.

I place students in six groups and assign each group a feature of print texts: bold print, color print, font type, italics, quotation marks, and underlining. I then rotate six different informational texts around the groups. Each group identifies its assigned print feature and





Analyzing Visuals

Viewing and Interpreting
Are these pictures of the Discovery Expedition's reenactment similar to how you picture the original expedition? Why or why not?

Lewis and Clark recorded encounters with wildlife, including 40 grizzly kills. Today, these bears are endangered. There were as many as 100,000 from the Great Plains to the Pacific. Now they number about 1,000. (D)

When the original travelers tasted salmon for the first time at the Columbia River, Clark drew a picture of the free-running fish. Estimates place the fishes' population at 30 million then. Today it is closer to 300,000. (E)

(D) **Informational Focus** **Compare and Contrast**
What transition words in this paragraph indicate that the writer is contrasting two different time periods?

(E) **Read and Discuss** How does this information add to what you have already learned about the two expeditions?

determines a reason for its use. When complete, we discuss as a full class.

Before class, I create a set of 3 x 5 cards with the names of a variety of primary and secondary sources. In pairs, I ask students to organize the cards into corresponding piles. Next, I distribute a series of actual primary and secondary sources and ask students to do the same sorting, asking each group to defend their "sorting" and share their technique and thinking with the class.

Analyzing Visuals

Viewing and Interpreting: *Yes; the pictures seem to accurately portray the characters, clothing, and challenges found in the original expedition.*

Think About/Talk About

Comprehension

(E) Read and Discuss

Possible response: *Again, the two expeditions differed greatly. In this case, the reenactment saw far fewer fish than Lewis and Clark viewed.*

Analysis

(C) Informational Focus

Possible response: *Lewis and Clark received assistance from some Native Americans, while others where hostile. The reenactors met fewer Native Americans. Some welcomed the reenactors; others protested.*

(D) Informational Focus

Possible response: *The author uses signal words, such as "today," "there were," and "now," to indicate a contrast between two different time periods.*

? Extend the Discussion

Making Inferences How might the reenactment open "old wounds" for the Lakota? ***Possible response:*** *Like other Native American groups, the Lakota were eventually forced to change their lifestyle and relocate after the Lewis and Clark expedition. By remembering the expedition, the Lakota would be reminded of their past treatment.*

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *Lewis and Clark did not have the advantage of technology to assist them in mapmaking and locating their position. Today, satellites and computers aided the reenactors.*

Extend the Discussion

Evaluate Do you think the reenactment was as important as the original expedition? Why or why not?
Possible response: *I think the reenactment was important. It brought history to life for citizens and reminded them of their past. However, I do not think it was as important as the original expedition, which changed the United States tremendously.*

Check for Understanding

Monitor Students' Progress Use the Read with a Purpose follow-up question to assess students' understanding. ***Possible response:*** *One of the purposes of both expeditions was the same: to draw attention and spark interest in this event.*

Analyzing Visuals

Viewing and Interpreting: *The land has been modified to benefit humans, but that has usually come at a price for nature.*

A LONGER HUMAN REACH

The original crew finished in September 1806, in St. Louis. In their day, that city's population was about 1,000. Today, wrote Brandt upon return, "that's fewer than attend a lot of high school football games."

Lewis and Clark returned with crucial knowledge about the United States and its inhabitants. The bicentennial crew, like the originals, accomplished much of what they set out to do—they renewed excitement about this pivotal trek in our country's history.



MAPS THEN AND NOW

The mapmaking tools of Lewis and Clark's time were the octant and the sextant, which determined longitude and latitude when the operator fixed them on the sun, the moon, or a star. Mapmakers marked space by using surveying tools that measured quarter miles. On water, nautical miles were measured by throwing a chain ahead in the water and noting the time taken to meet it.

Today, mapmaking has gone high tech. Satellites photograph sections of the earth, and computers analyze the sections. Maps are created by layering the information digitally. Satellites in global positioning systems can locate a position using beamed signals.





Analyzing Visuals

Viewing and Interpreting How are the Great Falls of the Missouri River in Montana different today (below) from when Lewis and Clark visited them (above)?

Read and Discuss How does this new information change your impression of Lewis and Clark?

Read with a Purpose

How was the modern expedition similar to that of Lewis and Clark?

Compare and Contrast

After students have read the selections and completed the Applying Your Skills questions, have them compare "Lewis and Clark: Into the Unknown" and "Lewis and Clark Revisited." Use the following discussion questions:

- How are the selections similar?
- What is the theme of each selection?
- Which article did you find easier to read? Why?
- How did the two articles complement each other and add to your understanding of American history?

MAGAZINE ARTICLE

Applying Your Skills

Lewis and Clark Revisited

Respond and Think Critically

Informational Text and Vocabulary

1. According to the subsection titled "Starting Out," which supplies of the original corps and the reenactors were **similar**?
   - **A** They had medicine called Rush's Pills.
   - **B** They used tallow to fight off mosquitoes.
   - **C** They shared doughnuts and pizza.
   - **D** They ate venison and salt pork.

2. According to the "Encounters Along the Way" subsection, the reenactors were welcomed by some American Indians. In **contrast,** the —
   - **A** Lakota protested the modern explorers
   - **B** Oto and Missouri chiefs greeted them
   - **C** Hidatsa helped them through winter
   - **D** modern men began wearing buckskin

3. According to "Changes to the Land," which aspect of the modern countryside is *most* **similar** to the countryside during Lewis and Clark's time?
   - **A** Industrial changes have left no similarities.
   - **B** Except for dams on rivers, all is the same.
   - **C** Missouri has changed; Oregon is the same.
   - **D** The Missouri Breaks has remained the same.

4. Both expeditions —
   - **A** developed new mapmaking techniques
   - **B** traveled the same route from Missouri to Oregon
   - **C** employed the same amount of people
   - **D** discovered previously unknown plants

5. Another term for *mimicking* is —
   - **A** liking
   - **B** imitating
   - **C** sounding
   - **D** running

6. If a man *resembles* his father, he —
   - **A** is offended by him
   - **B** dislikes him
   - **C** looks like him
   - **D** worries him

7. If a speaker *commemorates* a historical event, he or she —
   - **A** honors the event
   - **B** ignores the event
   - **C** satisfies the event
   - **D** recites at the event

Writing Focus Constructed Response

Do you think modern reenactments can help people appreciate both the past and the present? Share your opinion in an essay. Be sure to use details from the two selections to support your opinion.

What Do You Think Now?

How might participating in a reenactment help you become a more informed citizen?

SKILLS FOCUS p. 343

Informational Skills
- Analyze compare-and-contrast organization.

Vocabulary Skills
- Demonstrate knowledge of literal meanings of words and their usage.

Writing Skills
- Support persuasive arguments and opinions with reasons and evidence.

Review

Independent Practice

Answers and Explanations

1. ***D*** *Both expeditions ate venison and salt pork. The other choices do not apply.*
2. ***A*** *The Lakota protested the reenactment because it opened up old wounds for them.*
3. ***D*** *The Missouri Breaks has remained the same. A and B are false. Part of C is not mentioned.*
4. ***B*** *Both expeditions traveled the same route. A, C, and D do not apply to both expeditions.*
5. ***B*** Imitating *is a synonym for* mimicking.
6. ***C*** *If a man resembles his father, he looks like his father.*
7. ***A*** *By commemorating the Lewis and Clark expedition, the reenactors are honoring it.*

Writing Focus

Possible response: *Reenactments help people appreciate both the past and the present by providing them with a context for understanding how and why things have changed.*

What Do You Think Now?

To help students respond to the question, have them share what they learned about history in these selections and discuss how the information can help them be better citizens.

Assess

Collection 3 Resources, Selection Test, p. 39

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation