

- Provide students with a map of the United States. Ask students to trace the route traveled by Lewis and Clark and label the states the explorers passed through on their journey, or even create a map that shows the United States before and after the Louisiana Purchase. Students may extend their research to learn more about the individual states that were formed from the Louisiana Territory, including details such as state flowers, state birds and state mottos.
- Divide students into small groups and ask them to research the history of the different Native American peoples in a selected state. As part of their research, ask each group to identify several place names in their state that have Native American roots. Students may give a creative presentation to the rest of the class, demonstrating their knowledge of the Native American culture they are studying.
- Although there are many descriptions about what she might have looked like, actual historical images of Sacagawea do not exist. Based on what students have learned about her, ask them to draw pictures of Sacagawea as she might have looked as a young woman traveling with her baby on her back as a member of the party traveling with Lewis and Clark.
- When Lewis and Clark set out from near St. Louis, they brought with them a large crew. Based on what they know about the difficult nature of this adventure, ask students to use their imaginations to create "Help Wanted" advertisements to recruit people to join the expedition. Students may conduct more research on the names, dates served and payments given to the other adventurers who made up the Corps of Discovery at this site: www.lewisandclarktrail.com/corps.htm.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- montanakids.com/history_and_prehistory/lewis_clark.htm
The state of Montana offers this site, which contains fun and educational sections on Sacagawea as well as Lewis and Clark.
- www.edgate.com/lewisandclark/
This Smithsonian site provides teachers with a number of excellent research and activity ideas, including information on Native Americans located on the Lewis and Clark trail, and quality maps and mapmaking tips.
- www.lewisclark.net/timeline/index.html
This South Dakota-oriented site gives students a detailed time line that chronicles the history of the expedition to study the Louisiana Territory.

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- www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/goldendollar.cfm

The United States mint gives a description of the Sacagawea "Golden Dollar" and features a "Time Machine," an opportunity for young learners to discover more about Sacagawea and her adventure with the Corps of Discovery.

Suggested Print Resources

- Adler, David A. *A Picture Book of Sacagawea*. Holiday House, New York, NY; 2000.
- Erdrich, Lise. *Sacagawea*. Carolrhoda Books, Minneapolis, MN; 2003.
- McLeese, Don. *Sacagawea: Native American Legend*. Rourke Pub. LLC, Vero Beach, FL; 2003.
- Witteman, Barbara. *Sacagawea*. Bridgestone Books, Mankato, MN; 2002.

TEACHER'S GUIDE

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SACAGAWEA

Grades K-4

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a brief historical overview, pre-viewing and follow-up discussion questions, vocabulary, focus questions for assessing comprehension, extension activities and print and Internet resources.

Before Viewing: Give students an introduction to the topic by relaying aspects of the program overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.

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Historical Overview

Native Americans were the first people to live in North America. At the beginning of the 19th century, many Native American groups were well known in the eastern part of North America, but nothing was known about many of the unique cultures that lived in the western portion of the continent. American knowledge of the west changed dramatically when the United States sent an expedition to explore the Louisiana Territory in 1803. Without the help of Sacagawea, a young Shoshone woman who traveled with the group along with her infant son, this famous adventure might have ended in failure.

President Thomas Jefferson hired Captains Meriwether Lewis and William Clark to lead the expedition, known as the Corps of Discovery, to study the Louisiana Territory's geography, animal and plant life, and to try to find a water route to the Pacific Ocean. Lewis and Clark were also asked to learn about and establish peaceful relations with the Native Americans they met along the way. The expedition encountered Sacagawea at her home at the Mandan Villages on the Missouri River in the fall of 1804.

Very little is known of Sacagawea's early life, but historians do know that when she was a young girl she was kidnapped from her home in the Lemhi River Valley by a Hidatsa war party and brought to live at the Mandan Villages. When Lewis and Clark arrived at the Mandan Villages in 1804, Sacagawea was recruited to serve as an interpreter, and the young woman helped the group negotiate with the Shoshone for the valuable horses they needed in order to cross the rugged and dangerous Rocky Mountains. She sometimes served the group as a guide, and often helped obtain the resources they would need to complete their journey. However, her very presence may have been her most important contribution, as she and her baby helped demonstrate to other Native Americans that the Corps of Discovery was on a peaceful mission.

Despite the mystery surrounding much of her life, because of the strength and courage she showed during this incredible adventure, Sacagawea is remembered throughout the United States with numerous statues and memorials.

Vocabulary

expedition — A trip or journey made for a specific reason or purpose.

translator — A person who helps people who speak different languages to better communicate by changing words from one language into another.

Native Americans — The first people in America who arrived thousands of years ago.

Indies — Area in East Asia where Christopher Columbus thought he had sailed to in 1492. Also known as the East Indies.

Louisiana Purchase — Lands west of the Mississippi River that the United States purchased from France for approximately 15 million dollars in 1803.

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The Corps of Discovery — A group formed by Lewis and Clark to accompany them on an expedition to explore the Louisiana Territory in 1804. The group took two and a half years to travel over 4,000 miles, learning much about the western part of the United States.

Mandan Villages — Group of Native American villages in North Dakota where the Corps of Discovery spent the winter of 1804-1805.

Pompey's Pillar — A large rock discovered by William Clark in 1806 in what is now Montana. Named after Sacagawea's son, Jean Baptiste, who was also called Little Pomp.

Himalayas — An extremely high and rugged mountain range in Asia that includes Mount Everest, the world's highest peak.

Pre-viewing Discussion

- Ask students to share what they know about the different groups of Native Americans and how they lived at the time of Sacagawea.
- If students could travel anywhere in the world, where would they want to go? Ask students to explain why they would like to go to these places and to consider the different ways that travel helps us learn about our world.
- Ask students to define the word "explorer." What does it mean when we call someone an explorer? Ask students to describe some personal characteristics of explorers, such as courage. Can students name some famous explorers from history?

Focus Questions

1. Why did Columbus call the Native Americans he encountered "Indians"?
2. How did Native Americans and colonists get along?
3. Why don't we know much about Sacagawea's life?
4. Why did Sacagawea's tribe experience such difficult times?
5. How was Sacagawea's life with the Hidatsa different from her life with the Shoshone?
6. What kind of contact did Europeans have with the Hidatsa and Mandan Indians?
7. Why did President Jefferson think it was important to have the Louisiana Territory explored?
8. Why did Lewis and Clark need Sacagawea as an interpreter?
9. Why did the expedition require horses?
10. Why did Lewis and Clark think Sacagawea and "Little Pomp" would help the expedition make good relations with the Native American tribes they met?
11. How did Sacagawea help save valuable information for President Jefferson?
12. Why did the Corps of Discovery split up on the way home?
13. How did Sacagawea help Clark on the journey back to St. Louis?
14. What happened to Sacagawea after she left the Corps of Discovery? When did she die?

Discussion Questions

- Despite the area being populated by many Native American people at the time of the Corps of Discovery's expedition, much of the land west of the Mississippi was still considered by European settlers to be "unexplored" or the "frontier." Ask students to discuss if there is a "frontier" in the United States today. Do students think there are still some unexplored places in our country? In our world?
- One of Sacagawea's most important roles on the expedition was as a symbol of peace. To reinforce this idea, Lewis and Clark brought many different gifts to give to other Native American people, including a peace medal that featured President Thomas Jefferson on the front, and two hands shaking between the words "peace" and "friendship" on the back. Why do students think Thomas Jefferson and the Corps of Discovery thought it was very important to establish good relations with Native Americans?
- Today, we can fly across the United States in six hours, or drive across the country in about six days. Of course, at the time the Corps of Discovery made their historic journey, they were not able to use modern forms of transportation. Ask students to discuss all of the different travel obstacles the Corps of Discovery experienced on their two and a half year journey. What do students think kept the explorers going in the face of such hard times? What would students have done to keep their spirits up if they had gone on this difficult trip?

Follow-up Activities

- Because Meriwether Lewis kept a detailed journal of the Corps of Discovery's expedition, we know a great deal about his thoughts regarding the long journey. In the spirit of Lewis, and based on what students know about this famous trip, ask them to write several journal entries written from the perspective of Sacagawea. For example, students may choose to reflect on how Sacagawea felt to be making her return trip home, seeing her brother after so many years or experiencing the Pacific Ocean for the first time.
- Some students may have "roughed it" and done overnight tent camping in new and unfamiliar places. Ask students to consider what it might be like to be away from home for two and a half years, without the aid of any modern conveniences such as electricity or clean water. Ask students to plan a two and a half year camping trip and, based on Lewis and Clark's budget of \$2,500, or approximately \$30,000 if we adjust for inflation, to create a list of items they would take with them, explaining why they would require these items to survive their adventure. *(Continued)*