

#10555

SACAGAWEA: FT. CLATSOP AND THE JOURNEY HOME

NEW DIMENSION MEDIA/QUESTAR, 2004

Grade Level: 5-8

15 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

The Sacagawea Series:

St. Louis to Ft. Mandan

Over the Rockies to the Pacific

Ft. Clatsop and the Journey Home

TEACHER'S GUIDE

Grades 3-8

Ft. Clatsop and the Journey Home Sacagawea Series

Subject Areas: Social Studies, U.S. History, U.S. Geography & Cultures, Native American Studies

Synopsis: 17-year old Sacagawea tells the story of her exciting journey with the Corps of Discovery. This program chronicles the group's winter in Fort Clatsop and their voyage home. She describes how the group survived a difficult winter in the Pacific Northwest, their encounters with various Indian tribes, and parting with the explorers at Fort Mandan. The program concludes with a report on the important achievements of the expedition.

Note: There are disagreements about the English spellings and pronunciations of some Native American names. Sacagawea's name is sometimes spelled Sacajawea. Some people put the emphases on the first and on the penultimate syllables while others emphasize the second and penultimate syllables, and some people pronounce a soft "g" (j) sound while others pronounce a hard "g". Shoshoni may also be spelled Shoshone.

Learning Objectives:

- Objective 1)** Students will be able to recall the events of the Lewis and Clark expedition from their winter in Fort Clatsop through their return to St. Louis
- Objective 2)** Students will be able to identify the important discoveries made by the Corps of Discovery
- Objective 3)** Students will be able to discuss the important role of Sacagawea in the Corps of Discovery

Vocabulary: vote, Corps of Discovery, tallow, rawhide, moccasins, bargain, canoe, Nez Perce, territory, Blackfoot Tribe, warlike, tribal lands, sandstone, warriors, Northwest Passage, Continental Divide, pronghorn antelope, prairie dogs, gray wolf, coyote, pelican, big horn sheep, sage grouse, nutcracker bird, camas, stellar's jay, sea otter, prickly pear cactus, steel-head trout, salmon, grizzly bear, ferocious

Pre-Viewing Questions and Activities:

- 1) On a map, point out the territory held by the United States before the Louisiana Purchase. Point out the land acquired in the Louisiana Purchase. Why did this land need to be explored? Review the purposes of the Lewis and Clark expedition (to find a water route across the continent, report on the landscape, plants and animals found in the territory, and establish good relationships with Native Americans). What challenges do you think the Corps of Discovery faced on their voyage? Would it be difficult to establish good relations with the Native Americans they encountered? Why or why not?
- 2) Trace the Corps of Discovery's route from St. Louis, through Fort Mandan, to Fort Clatsop. Discuss the characteristics of the land the group traveled through and the hardships they must have encountered.

Post-Viewing Questions and Discussion:

- 1) How did the Corps of Discovery decide where to build Fort Clatsop? Who voted on the location? Why is this significant?
- 2) What did the Corps of Discovery do at Fort Clatsop? How did they get supplies, such as candles, shoes, clothing, and salt? Describe their relationships with the local Native Americans.

- 3) Why did the Corps of Discovery split into two groups? Why was it dangerous to do so?
- 4) Describe Captain Lewis' encounter with the Blackfoot braves. Would the encounter have turned out differently if Sacagawea had been with them? How did Lewis feel about killing two of the Blackfoot men? What were Thomas Jefferson's instructions to Lewis and Clark about their relations with Native Americans?
- 5) Was Sacagawea paid for her services to the Corps of Discovery? Why not? What did Captain Clark offer to do for her? Why do you think she agreed to have Captain Clark raise her son?
- 6) What was the purpose of the Corps of Discovery? Did they achieve these goals? What important things did they learn on their exploration? What did Lewis and Clark include in their reports to Thomas Jefferson?

Additional Activities:

- 1) Upon their return to St. Louis, Lewis and Clark reported on many previously unknown plant and animal species. Have each student make reports on an animal of their choice as though introducing it for the first time. Without giving the name of their animals, students should create reports that include drawings and descriptions of the animal and information about the animal's habitat, diet, and behavior. Allow each student to present his or her drawings and information to the class. Can the class guess the name of the animal?
- 2) Investigate the Clatsop, Wallowa, Nez Perce, and Blackfoot tribes. Locate each tribe's ancestral lands on a map and research the language, religious beliefs, traditions, villages, and lifestyles of each group. Discuss how each tribe's lifestyle was affected by its location.
- 3) Display pictures of some of the monuments to Sacagawea. Have students make observations about how Sacagawea is portrayed in each and vote on their favorite. What is the significance of the coin that we see at the beginning of each of the programs in the Sacagawea Series? Summarize Sacagawea's major contributions to the success of the Lewis and Clark Expedition.

Related New Dimension Media Titles:

- Two other programs in the Sacagawea Series:
 - St. Louis to Ft. Mandan
 - Over the Rockies to the Pacific
- Colonial Life Series
- African American History Series
- Great Native American Leaders Series
- Great Native American Nations Series
- More Than Bows and Arrows

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www.ndmquestar.com

680 N. Lake Shore Drive, Suite 900, Chicago, IL 60611

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