

#10569

SACAGAWEA: ST. LOUIS TO FORT MANDAN

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

St. Louis to Ft. Mandan

(Sacagawea Series)

Grade Level: 3-8

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

SYNOPSIS:

Seventeen-year-old Sacagawea tells the story of her exciting voyage with the Corps of Discovery. This program chronicles her first encounter with the explorers at Fort Mandan. She describes being captured by a Hidatsa warrior and taken from her Shoshoni tribe to live as a servant in the Fort Mandan area; the arrival of Lewis and Clark's Corps of Discovery; their interactions with the Hidatsas and Mandans during their winter stay at Fort Mandan, and their decision to take Sacagawea with them to her Shoshoni village as an interpreter.

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 capture of 12-year-old Sacagawea by a Hidatsa warrior, her life in the Hidatsa-Mandan community, and her marriage as a teenager to Charbonneau, a trader

Objective 2) Students will be able to describe the Corps of Discovery's encounters with the Hidatsa and Mandan tribes from Sacagawea's point of view

Objective 3) Students will be able to compare and contrast elements of Native American and European American cultures

Objective 4) Students will be able to explain how Sacagawea became a translator for the Corps of Discovery and the only female member of the expedition

PRE-VIEWING QUESTIONS AND ACTIVITIES:

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 have been difficult to establish good relations with the Native Americans they encountered? Why or why not?

POST-VIEWING QUESTIONS AND DISCUSSION:

1) Under what conditions did Sacagawea come to live with the Hidatsa? Why did the Hidatsa warriors attack her Shoshoni hunting party? What was Sacagawea's position in the Hidatsa-Mandan society? What kind of work did she do when she lived with the Hidatsa? When did she stop being a servant? Why didn't Sacagawea mind being married to Charbonneau?

2) What goods did the Hidatsa and Mandan Indians trade with the Whites? How did trading with white settlers change Native American life?

3) How did the Hidatsas and Mandans feel when they first encountered the Corps of Discovery? How do you think the Corps of Discovery felt when they first encountered the Hidatsas and Mandans? Did different tribes act differently to the Corps? How?

4) What messages did the Corps of Discovery send from Washington? What did the sale of the Louisiana Territory mean for Native Americans? Why did the Corps of Discovery give medals to the chiefs? What did the medals symbolize?

5) How did the different tribes communicate? Why was this necessary? How did Lewis and Clark communicate with the Hidatsas? Do you think there could be any problems communicating this way? What form of written communication did Sacagawea's people use?

6) How were Lewis and Clark similar to some Native American leaders? How were they different? Describe the main qualities and activities that Sacagawea noticed about each.

7) What did the Mandans call York? Why did the Hidatsas and Mandans honor him? In what way were York and Sacagawea's circumstances alike?

8) Why did the Corps of Discovery need to take Sacagawea on the next part of their journey? How did she feel about leaving the Hidatsa village? What did she mean when she said the journey would be a homecoming to her?

ADDITIONAL ACTIVITIES:

1) Research the language, religious beliefs, villages, and lifestyles of the Shoshoni and Hidatsa tribes. How are the tribes alike? How are they different? What challenges did Sacagawea face when she was first taken to the Hidatsa village? How did she react to her challenges? How would you react to them?

2) Have students write about the Corps of Discovery's time at Fort Mandan from York's point of view. What was York's role in the Corps? How did he feel about the journey? What were his impressions of the Hidatsas and Mandans? How did he feel about how the Native Americans treated him?

3) Locate Fort Mandan on a map and investigate the climate, landforms, and plant and animal life of the area. How did the Hidatsas and Mandans use the resources of their land? How were their lifestyles affected by where they lived? Why did these two tribes live together? Was that an unusual arrangement for Native American peoples?

4) Investigate how to make sugar from maple tree sap. The Massachusetts Maple Producers Association website, www.massmaple.org, provides information about making maple syrup and sugar.

5) Invite an immigrant to class to share their experiences in a new culture. Ask them to describe the climate, geography, plants, animals, and foods of their country, as well as some of their cultural traditions. Ask your guest to discuss their first encounters with American culture, customs, and food. Remind students that Sacagawea and the Corps of Discovery were also encountering new cultures and lands for the first time. Another alternative is to invite someone who has lived in or visited a country with a culture very different from his or her own.

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