

The Legacy  
and Legend of  
**Sacagawea**



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# The Girl Behind the Legend

Do you have some coins in your pocket? Think about the faces on those coins. The quarter shows George Washington. The nickel honors Thomas Jefferson. The face on the penny is Abraham Lincoln.

Coins usually honor our Founding Fathers and great presidents. But in 2000, the United States minted a dollar coin with the face of a teenage American Indian girl. Her name was Sacagawea.

How did this teenage girl earn an honor that is normally reserved for our nation's leaders? Sacagawea joined the famous expedition of Lewis and Clark. They explored a vast new part of the country. They paved the way for Americans to move west. Sacagawea joined them as an **interpreter**. She was with Lewis and Clark every step of the hard, dangerous journey. And she made this amazing trip with her infant son on her back.

Time after time, Sacagawea helped the explorers. Her life inspired legends. This is the story of the girl behind the legend.



Sacagawea with Lewis and Clark



statue of Sacagawea

## A NAME TO REMEMBER



Sacagawea has inspired many people to honor her. Lewis and Clark named a river in Montana after her. Other people have named mountains, parks, and trails in her honor. Around the country, you will find many statues of her. There is even a volcanic crater on Venus named after her!

river in Montana

# The Legacy and Legend of Sacagawea (cont.)

## Vocabulary Word Bank

- band
- customs
- corps
- interpreter
- culture
- translate

DAY  
2

## Summary

Predict the main ideas of the text.

## Before Reading

1. Write the vocabulary words on the board. Have students discuss what they think the words mean and where they may have heard them before. Explain the meaning of each word. Show students pictures related to the words (including pictures from the book), use gestures to represent the words, or use the words in sentences that provide context for their definitions.
2. Write the following related words on the board: *group*, *traditions*, and *language*. Ask students which word relates to each vocabulary word. Accept any grouping as long as students can provide a logical explanation.
3. Display *The Legacy and Legend of Sacagawea* book for the class. Preview the text with students. Model how to use the headings, pictures, and other text features to make predictions about the main ideas of each section. For example, on pages 6–7, point out the heading “Growing Up.” Tell students that based on this heading, you can predict that this section will be about Sacagawea’s life before she met Lewis and Clark.
4. Distribute copies of the *Predicting Main Ideas* activity sheet (page 85) to students. Have them continue to preview the book and record their predictions on their activity sheets. Remind students that their predictions should be based on their observations from the book. Discuss student predictions and their rationale to support them. Have students save their activity sheets for later use.

## During Reading

1. Distribute *The Legacy and Legend of Sacagawea* books to students. Have students read the text in pairs. Ask them to pause periodically to discuss the main ideas of each chapter. Tell students that a chapter may have more than one main idea.
  - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
  - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and build comprehension.
2. Place students in small groups and assign each group a chapter from the book. Distribute copies of the *Finding Details* activity sheet (page 86) to students. Have them list the main ideas and supporting details of their assigned chapters.
  - Support **below-level learners** and **English language learners** by having them use the headings and first sentences in paragraphs to help them identify the main ideas.



3. Discuss student responses as a class. Record the main ideas students identified on a sheet of chart paper. Have students compare the main ideas on the chart paper to their *Predicting Main Ideas* activity sheet from the Before Reading activity. Save the chart paper to use on the next day of the lesson.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Predicting Main Ideas

**Directions:** On the left, predict the main ideas for three chapters of the text. On the right, explain your rationale for the predictions.



Chapter: \_\_\_\_\_

**Prediction**

**Rationale**

Chapter: \_\_\_\_\_

**Prediction**

**Rationale**

Chapter: \_\_\_\_\_

**Prediction**

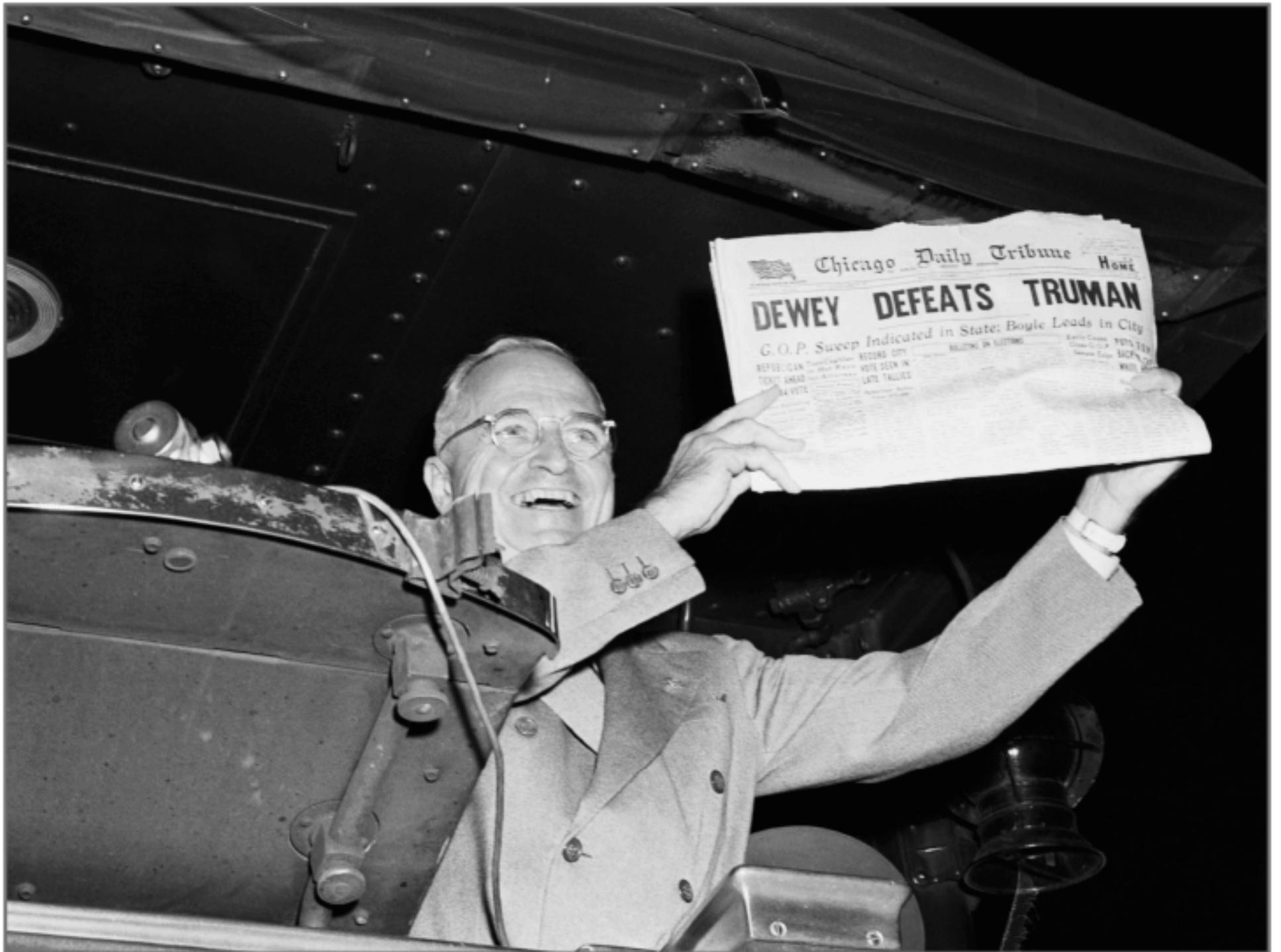
**Rationale**

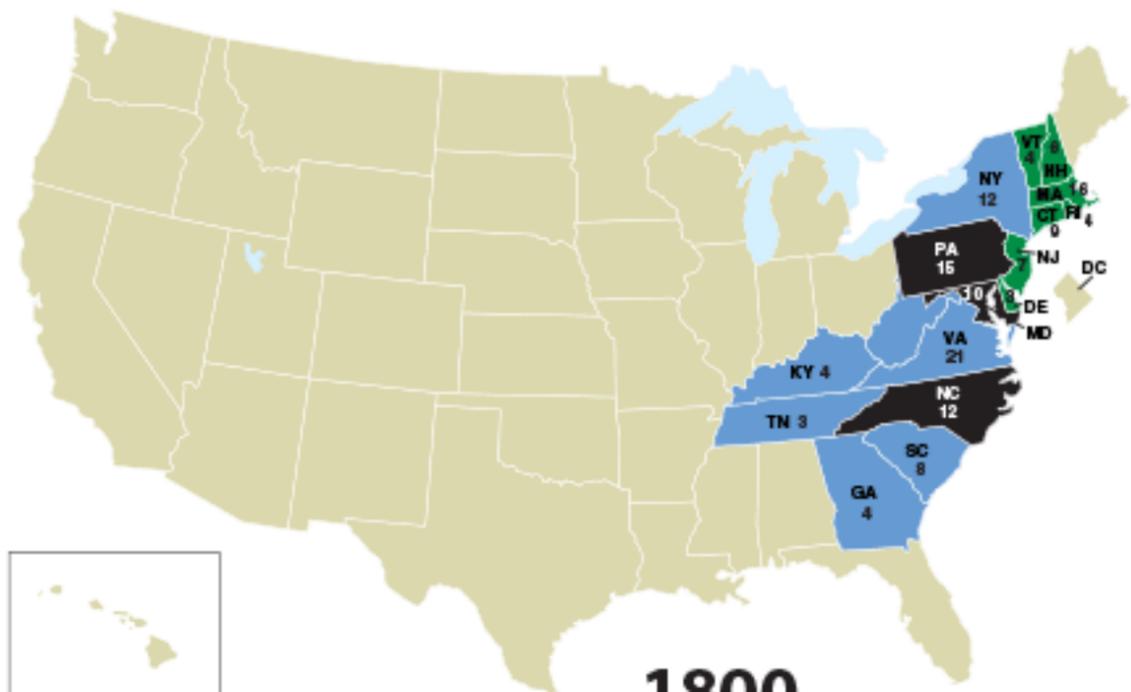
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Legacy and Legend of Sacagawea Quiz

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

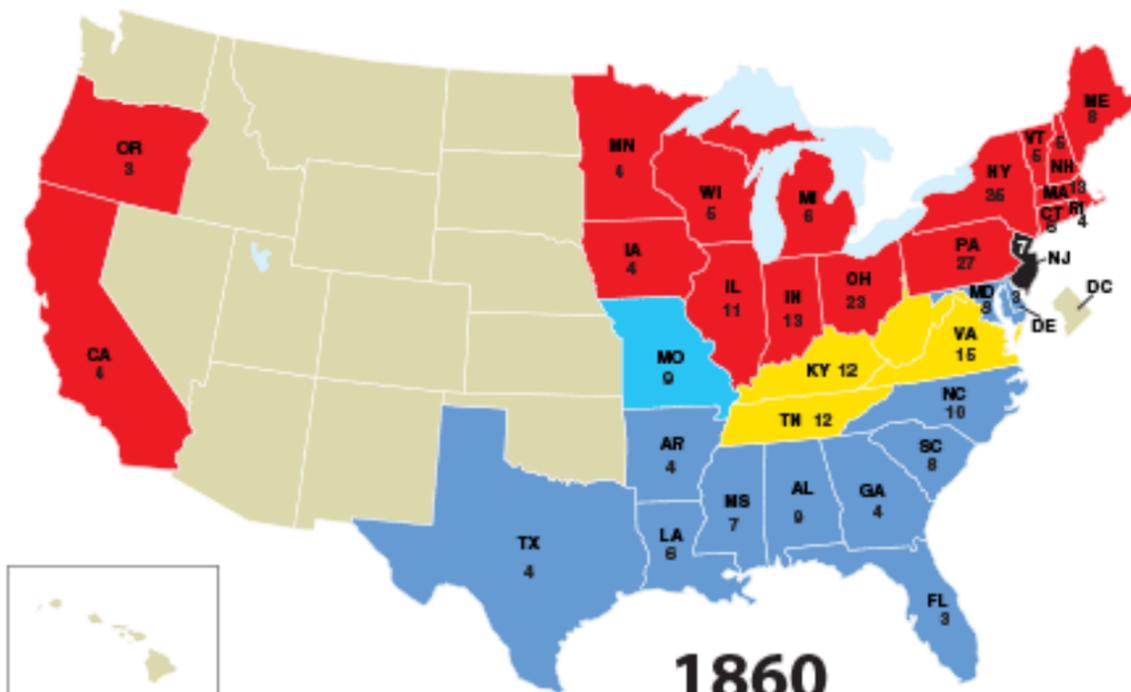
1. What is the main idea of the chapter “The Journey Begins”?
- A Charbonneau brought Sacagawea to meet Lewis and Clark.
  - B The Corps of Discovery left Fort Mandan with Sacagawea.
  - C Lewis and Clark met tribal chiefs and gave them gifts.
  - D Sacagawea became ill with a high fever.
2. Why was Sacagawea so happy to see her brother?
- A She had forgotten about her family.
  - B She didn’t know she had a brother.
  - C Her brother left home many years ago.
  - D She had not seen him since she had been kidnapped.
3. Which detail supports the main idea that Sacagawea helped Lewis and Clark?
- A She was kidnapped at a young age.
  - B Her husband and son joined them on the expedition.
  - C She served as an interpreter.
  - D She carried her son the whole way.
4. Which place did Lewis and Clark NOT find on their expedition?
- A the Northwest Passage
  - B the Rocky Mountains
  - C the Pacific Ocean
  - D the Mandan settlement
5. What is the meaning of *band* in the text?
- A a thin, flat loop or string
  - B a group of people smaller than a tribe
  - C a group of people who play instruments
  - D to join together
6. Jefferson sent out an expedition in hopes of finding \_\_\_\_\_.
- A the Northwest Passage
  - B Sacagawea
  - C animal furs
  - D the Mandan settlement





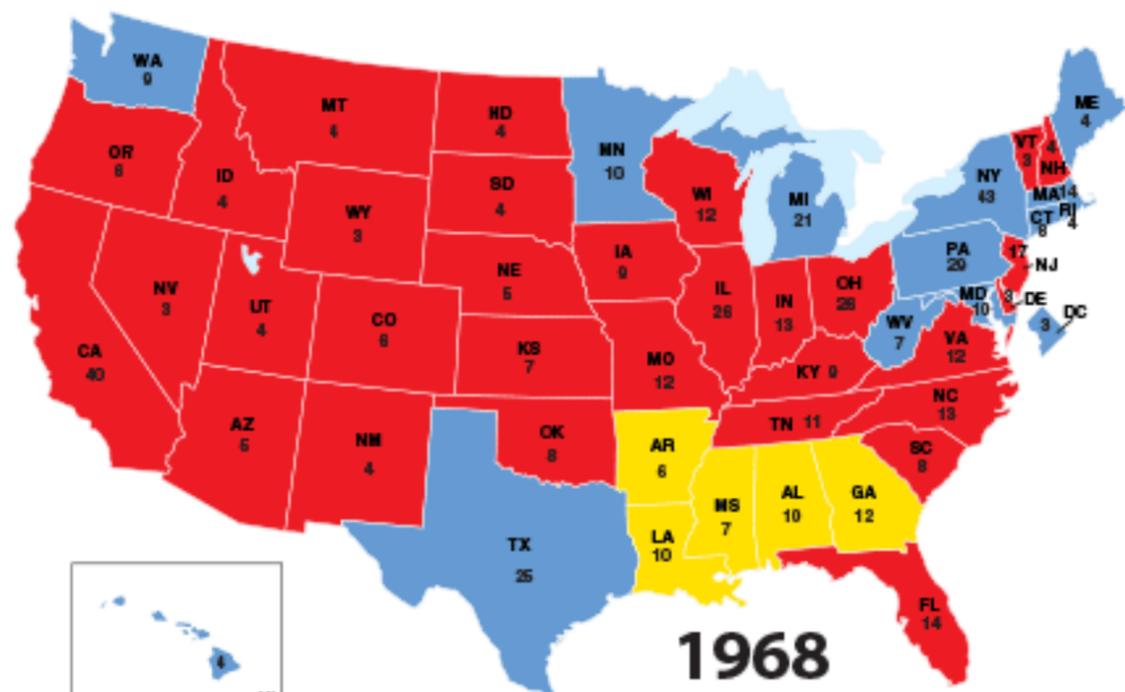
**1800**

- Thomas Jefferson (D-R) ✓  
Electoral 73
  - Aaron Burr (D-R)  
Electoral 73
  - John Adams (F) ()  
Electoral 65
  - Charles C. Pinckney (F)  
Electoral 64
  - Split electoral vote
- (D-R) = Democratic-Republican  
(F) = Federalist  
( ) = Incumbent  
Popular vote unknown



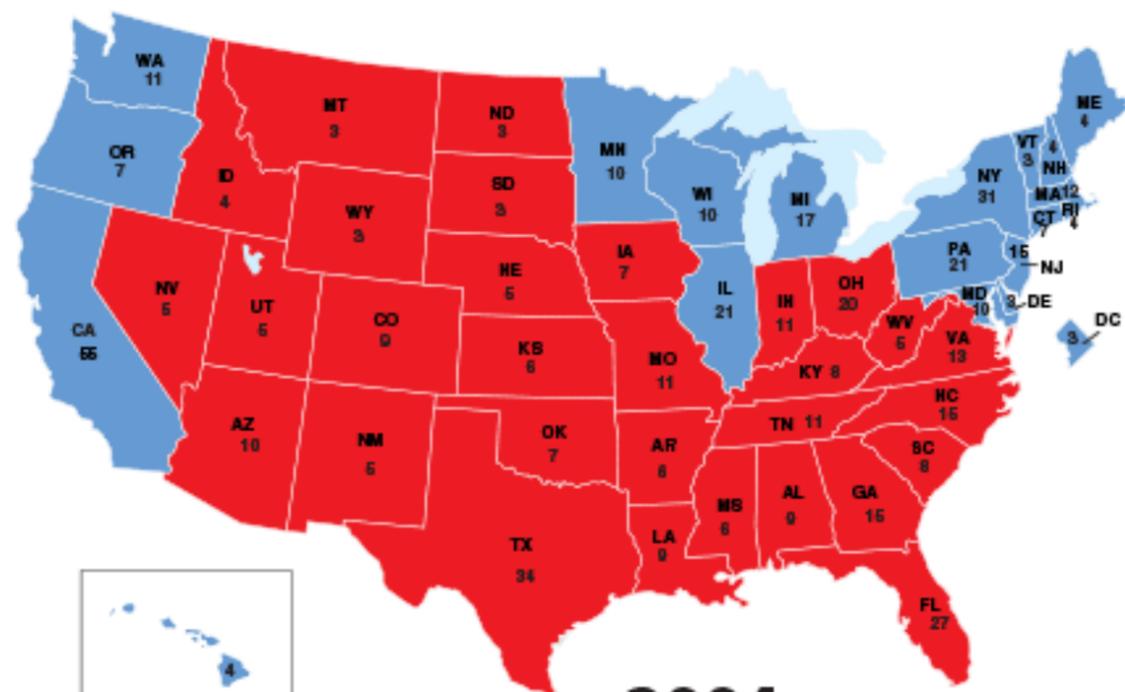
**1860**

- Abraham Lincoln (R) ✓  
Electoral 180  
Popular 1,866,452
  - John C. Breckinridge (D)  
Electoral 72  
Popular 847,953
  - John Bell (C)  
Electoral 39  
Popular 592,906
  - Stephen A. Douglas (D)  
Electoral 12  
Popular 1,382,713
  - Split electoral vote
- (R) = Republican  
(D) = Democratic  
(C) = Constitutional Union



**1968**

- Richard M. Nixon (R) ✓  
Electoral 301  
Popular 31,710,470
  - Hubert H. Humphrey (D)  
Electoral 191  
Popular 30,898,055
  - George C. Wallace (AI)  
Electoral 46  
Popular 9,906,473
- (R) = Republican  
(D) = Democratic  
(AI) = American Independent



**2004**

- George W. Bush (R) ✓  
Electoral 286  
Popular 62,039,073
  - John F. Kerry (D)  
Electoral 251  
Popular 59,027,478
- (R) = Republican  
(D) = Democratic