

from Sacajawea

Joseph Bruchac



SCAN FOR
MULTIMEDIA

About the Author



Joseph Bruchac (b. 1942) is a novelist, poet, and storyteller of Abenaki descent. He lives in the foothills of New York's Adirondack Mountains, where his ancestors also lived. Bruchac has written more than 70 books for children and has performed worldwide as a teller of Native American folk tales.

BACKGROUND

The narrator of this excerpt of Bruchac's novel is Sacajawea, relating the story to her son Pomp. Sacajawea was a Shoshone interpreter on the Lewis and Clark Corps of Discovery expedition in the early 1800s, and was the only woman among the explorers. She proved invaluable in the expedition's dealings with the Shoshone, and her presence—and that of her infant son—convinced many of the other tribes they met that the explorers were not a war party.

NOTES

Long ago, many of our people were sick. So our chiefs called on a medicine man to help them. His name was Man from the Sky. He went into his lodge, opened his medicine bundle, and prayed. When he was done, he told the people to bring all those who were sick to him. He would take them on a journey. He led the people up the Snake River to a place in the hills. Then he went up the hill and tapped a rock with his stick. Healing water flowed from that rock. The people bathed in that water and grew well again.

1 **Y**our good uncle¹ had made himself ill. With all of his walking through the prickly pear cactus, his feet were covered with open wounds and blisters. He was so tired that it was an effort for

1. **good uncle** Captain William Clark.

him to stand again after he sat upon the ground. Yet he did not wish to stop. His heart told him to keep seeking my people, even after Captain Lewis begged him to rest.

3 Although we had not yet found my relatives, we had come to the lands that I remembered. They were as clear in the eye of my heart as if I had slept but a single night without seeing them, even though it had been five winters. My heart pounded and it seemed as if it would burst from my chest when I first recognized a place where the river bent around a little island filled with wild onions.

3 But I could not tell if I was filled with happiness at returning home or if my heart was beating so fast because I was afraid of what I might find. What had happened to those close to my heart when the Minnetarees raided on that harsh day?² Were any of them still alive? Was my mother among the living? My brother, Stays Here? What of my friends? Would I ever again see the face of anyone from my childhood other than Otter Woman?

4 It had been many moons since I had seen Otter Woman. It was so long now since those nights in the Minnetaree village where we had sat with our heads close together, speaking to each other in our own language. Our language is one that your father³ has never wished to learn.

5 There were so many questions in my mind, so many voices speaking to me from within, I could not answer them all.

6 So I showed no emotion, for I did not know what emotion it was that now made my whole body tremble as it did.

7 “This is the river on which my relations live,” I told them. My voice stayed calm. “The Three Forks are no great distance from here.”

8 All of them were made happy by my words. Though he was ill, your good uncle hugged me, and Captain Lewis looked at me with a brief smile and nodded his head.

9 Such a serious man, Captain Lewis was. It always seemed as if there was something that made him doubt himself, even though he was good and strong. It is not that way with your good uncle. He always knows who he is. The red of his hair is a sign of the sunshine that lives in his heart. The spirit power in his heart is his friend. It never confuses him.

10 Now I could tell them where we were going and help show them the way. The captains were so pleased that they gave me a beautiful string of the blue beads that everyone loves. I used them as a belt. I did not own that belt long, but I still remember how good it felt to my touch, how proud I was to be useful. Now I was not just the one who set up the tent, who found the good roots

2. **that harsh day** when she was about twelve years old, Sacajawea and her friend Otter Woman were kidnapped by an enemy tribe.

3. **father** Sacajawea’s husband, Toussaint Charbonneau, a French-Canadian fur trader.

to eat. I was also the one who could show them the way to my people, the one who could help them get horses.

11 Yes, Firstborn Son, your good uncle told you they expected this of me all along. But perhaps their hopes would not have come true. I might have been like that iron boat, unable to carry the load. Now it seemed all they hoped of me would come true. My heart was singing.

12 But we still had not met with my people.



13 As we went along I showed them things. There was the creek where we got the earth from which we made our white paint. I taught them how a friend would paint the cheeks of someone he or she met. I told them that they should carry paint with them. If they ever met any of my people, they should use the vermilion paint to honor them in this way. I explained how we would greet friends. You know how it is done, Firstborn Son. We put the arms closest to our hearts around each other's shoulders, we press our cheeks together like this. And what do we say? Uh-huh. We say *"Ah-hi-e, ah-hi-e."* I am so pleased, I am so pleased.

14 They listened closely to me and nodded. But Captain Lewis needed to know something else. Captain Lewis was trying to find words to speak in other languages. Though he sometimes got them wrong, as soon as he was able to turn them into his marks on white leaves he was sure he understood perfectly.

15 "What do you call us?" Captain Lewis asked.

16 "You are the Red-Haired Captains," I answered.

17 "No," he said, looking unhappy. "That is not what I mean," he said, speaking very slowly, as if it were his words, not his question, that confused me. "All of us." He gestured with his hands. Then he looked at our little party. He motioned for York⁴ to take Seaman⁵ and lead him off to the side. He had your father join them. Then he made a circling motion, including him, your good uncle, and the other men who came from far away. "All of us," he said.

18 He wanted our word for white men. But I still could not understand. Your father looked worried. Captain Clark caught my eye. He held out one of his hands and raised an eyebrow.

19 "Janey?"⁶ he said.

20 I had to say something or Captain Lewis would have been unhappy all that day. I remained silent, though, until Captain

4. **York** William Clark's life-long black companion, an important member of the expedition who also happened to be Clark's slave.

5. **Seaman** a Newfoundland dog that Meriwether Lewis purchased in Pittsburg to take on the expedition.

6. **Janey** the nickname that William Clark gave Sacajawea.

Lewis asked one more question. He made the motion in sign language that stands for our people.

21 “What would your people, the Snakes, call us?”

22 At last I thought I understood. “*Ta-ba-bone*,” I said. “*Ta-ba-bone*.” It is a word for those who are strangers, who might be enemies.

23 “*Ta-ba-bone*,” Captain Lewis said. He was very pleased. He smiled as he turned it into black lines on a white leaf. “*Ta-ba-bone*.”

24 Despite his sickness, your good uncle kept scouting ahead, walking far along the shore and farther inland as we came down the river in the cottonwood canoes. Your father had sprained his ankle some days before, but he assured Captain Clark he was better now. He begged to go with him. You know how your father always wants to see something new. So your good uncle agreed. And I remained behind.



25 The mountains were so close to the river now that we could no longer see the ranges of peaks beyond them. Captain Lewis was greatly worried that we would come to waterfalls or dangerous rapids.

26 “No,” I told him, “our river has no such places. It flows all the way just as it does now.”

27 He did not believe me, or at least he was not ready to let go of his worries. He was troubled so much by the insects that bit him. His eyes and face were always swollen, even though he covered his head each night within the thin cloth you can see through. He also kept urging your good uncle to cease his walking and allow him to take a turn looking for our people. But everyone in our party, including Captain Lewis, knew that your good uncle was the better of the two men at speaking with Indians. You could see in his face how he enjoyed meeting our people, sharing their food, and hearing their stories. Captain Lewis only showed such excitement when he looked at some small plant he had never seen before or when an animal or bird new to him was brought in. Then he would spend much time making his marks on white leaves, sometimes even drawing the exact shape of that fish or animal or bird.



28 It was a fine day when we came to the place where I had been taken captive. There were the Three Forks of the river, that same river I had spoken to on that day long ago when I made my foolish wish to travel. The river had certainly heard me then. I whispered to it again.

- 29 “Help my friends,” I said in a very soft voice. Then I stood quietly on the banks and looked.
- 30 Now your good uncle was so sick that he had no wish to eat. Yet he wanted to walk. He walked along the north branch of the three rivers with only your father and one other man by his side.
- 31 The river almost took your father that day, Firstborn Son. They were wading together out to a large island when your father lost his footing. He was pulled into the deep water by the fast current. Weak though he was, your good uncle came into the river after him and pulled him to safety. Then they continued on to the island, where Captain Clark decided to camp for the night. His scout for my people had not succeeded. ❧

Name:

Date:

COMPREHENSION CHECK

from Sacajawea

Joseph Bruchac

DIRECTIONS: Complete the following items after you finish your first read.

1. How has the “good uncle,” Captain William Clark, made himself ill?

2. Why did the captains give Sacajawea blue beads?

3. What does Sacajawea whisper to the river?

4. Who saved Firstborn Son's father from the fast current of the river?

5. To confirm your understanding, write a summary of this excerpt from “Sacajawea.”

Name:	Date:
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TEXT QUESTIONS

from Sacajawea

Joseph Bruchac

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Evaluate** Does Sacajawea seem to have a close relationship with Lewis and Clark or a distant one? Explain, using evidence from the text.

2. **Speculate** Why do you think Sacajawea feels that she has to hide her emotions from her companions when she is filled with conflicting feelings about returning home?

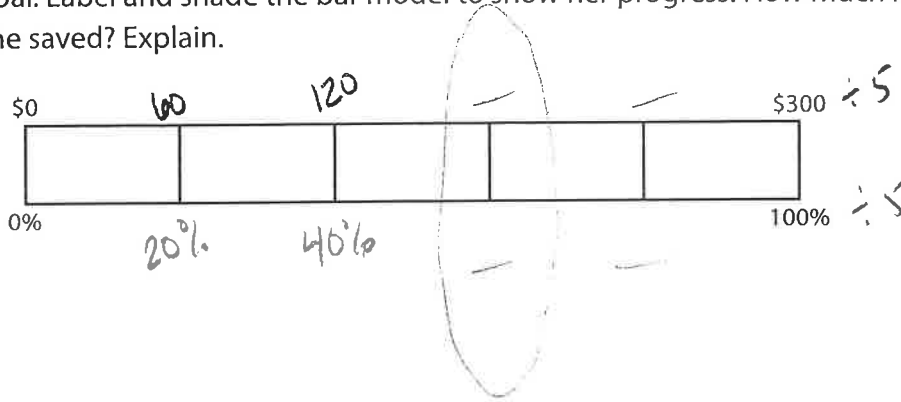
3. (a) **Contrast** In what ways are Captain Clark and Captain Lewis different in their interests and their ability to communicate with Sacajawea's people?

4. **Make Inferences** What indications are there in the final section of the text that Sacajawea admires Captain Clark?

5. **Essential Question: *What drives people to explore?*** What have you learned about exploration by reading this selection?

Understanding Percents

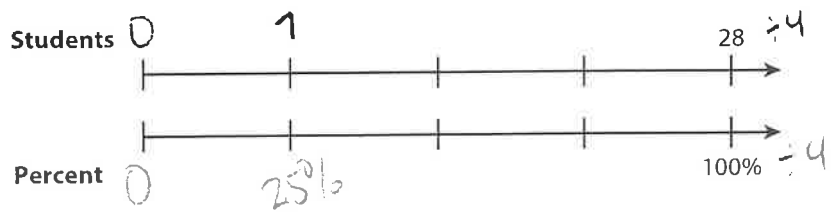
1 Emma is saving for a bicycle that costs \$300. This month, she reaches 60% of her goal. Label and shade the bar model to show her progress. How much money has she saved? Explain.



2 Justin needs to make 80 illustrations for an art book. He has made 40% of the illustrations. Make a bar model to show his progress. How many illustrations does he still need to make? Explain.

3 In a classroom of 28 students, 75% of the students have met their reading goal.

Label the double number line. How many students met their reading goal? What fraction of 28 students met their reading goal? Explain.



4 parts, so ÷ 4



Day 2

6th grade math

Week of 3/30/20 to 4/3/20

Finding a Percent of a Quantity

Change the % to a decimal and multiply.

► Find the percent of the number. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

means multiply

1 40% of 80

$$\begin{array}{r} 80 \\ \times 0.4 \\ \hline 32.0 \end{array}$$

32

2 25% of 60

3 10% of 90

4 50% of 70

5 80% of 500

6 75% of 80

7 90% of 250

8 65% of 400

9 85% of 800

10 55% of 140

11 45% of 160

12 95% of 180

13 70% of 720

14 15% of 220

15 65% of 200

Answers

9	77	504	72	225
260	171	33	60	35
400	32	130	680	15



6th grade math

Week of 3/30/20 to 4/3/20

Day 3

Finding the Whole

Cross multiply and divide.

► Solve each problem.

1 25% of what number is 13?

$$\frac{25}{100} = \frac{13}{?}$$

(52)

multiply 100 and 13
 $1300 \div 25 = 52$

2 50% of what number is 140?

3 10% of what number is 60?

4 5% of what number is 12?

5 30% of what number is 72?

6 70% of what number is 56?

7 95% of what number is 57?

8 75% of what number is 66?

9 85% of what number is 102?

10 45% of what number is 63?

11 Explain how you could use 25% of a number to find the number.

Using Multiplication to Divide by a Fraction *Keep Change Flip.*

► Write the missing digits in the boxes to make each equation true.

$$1 \quad \frac{1}{2} \div \frac{2}{3} = \frac{1}{2} \times \frac{\square}{2} = \frac{3}{\square}$$

$$2 \quad \frac{4}{5} \div \frac{1}{4} = \frac{4}{5} \times \frac{4}{\square} = \frac{\square}{\square}$$

$$3 \quad \frac{2}{5} \div \frac{3}{4} = \frac{2}{5} \times \frac{\square}{\square} = \frac{\square}{15}$$

$$4 \quad \frac{5}{6} \div \frac{5}{12} = \frac{5}{6} \times \frac{\square}{\square} = \frac{\square}{30} = 2$$

$$5 \quad \frac{3}{4} \div \frac{5}{7} = \frac{3}{4} \times \frac{\square}{\square} = \frac{\square}{\square}$$

$$6 \quad 1\frac{1}{3} \div \frac{3}{7} = \frac{\square}{3} \times \frac{7}{\square} = \frac{\square}{\square}$$

$$7 \quad 4\frac{\square}{2} \div \frac{2}{5} = \frac{9}{2} \times \frac{\square}{\square} = \frac{\square}{\square}$$

$$8 \quad 3\frac{1}{2} \div \frac{\square}{8} = \frac{7}{\square} \times \frac{8}{7} = \frac{\square}{\square} = \square$$

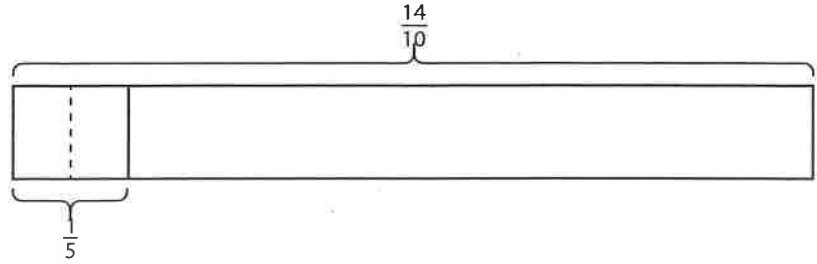
$$9 \quad 1\frac{2}{3} \div 2\frac{1}{4} = \frac{\square}{3} \times \frac{\square}{9} = \frac{\square}{\square}$$

$$10 \quad 3\frac{3}{5} \div 1\frac{3}{\square} = \frac{18}{\square} \times \frac{4}{7} = \frac{\square}{\square}$$

11 Write a word problem that could be solved by the equation in problem 8.

Understanding Division with Fractions

1 Complete the bar model to show how many $\frac{1}{5}$ s make $\frac{14}{10}$.



How many $\frac{1}{5}$ s make $\frac{14}{10}$? _____

Complete the equations.

$\frac{14}{10} \div \underline{\hspace{2cm}} = 7$ $\underline{\hspace{2cm}} \cdot \frac{1}{5} = \frac{14}{10}$

2 Use the number line to show $\frac{2}{3} \div \frac{1}{12}$.



What is the quotient? _____

3 Which type of model do you like better, the bar model or the number line? Explain.



Soda cans and the shirt on your back have something in common. Do you know what a soda can is made from? What is a T-shirt made from? If you said the can is made from aluminum, you are correct. The tee shirt is probably made from cotton. Both of these items have different physical properties, yet share one main characteristic. Do you know what these objects have in common?

The aluminum in the can is a metal. **Metals** are natural mineral substances mined from the ground. Special factories, called refineries and mills, process the rocks that contain the metal minerals. The cotton in the T-shirt is grown on cotton farms. Areas with warm summers and plenty of rain are ideal locations for cotton farms.

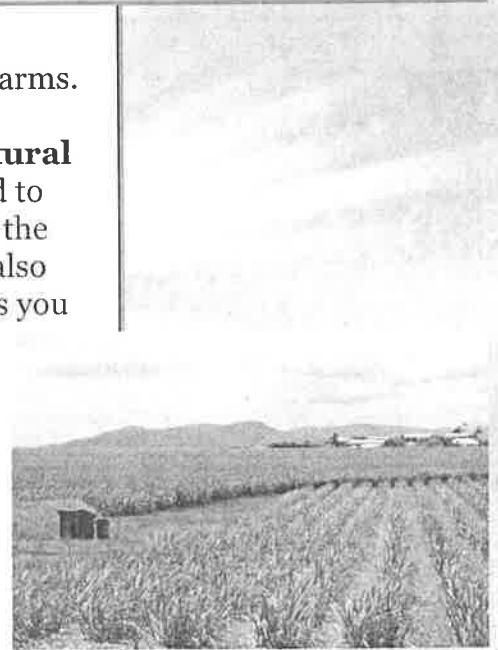
Metal and cotton are examples of natural resources. A **natural resource** is any material found in nature that can be used to benefit people. Natural resources include everything from the air you breathe to the water you drink. Natural resources also include the foods you eat and the materials in the products you use every day.

Natural resources are usually divided into sub-categories depending on how they are replenished. Resources that grow are usually considered **renewable resources**. Resources that need to be mined or pumped from the ground are normally considered **nonrenewable resources**. As the name indicates, we can obtain more of a renewable resource relatively easily. Cotton, rice, and corn are considered renewable.

Another name for a nonrenewable resource is a depleting resource. A **depleting resource** is a natural resource in limited supply. Any material found in a fixed, or finite, amount on Earth is nonrenewable. Examples of this category include all metals, rocks, and minerals. Fossil fuels, such as coal, oil, and natural gas are also depleting and in limited supply. Replenishing supplies of nonrenewable resources can take thousands or millions of years.



Natural resources, such as aluminum cans and T-shirts, are all around you.

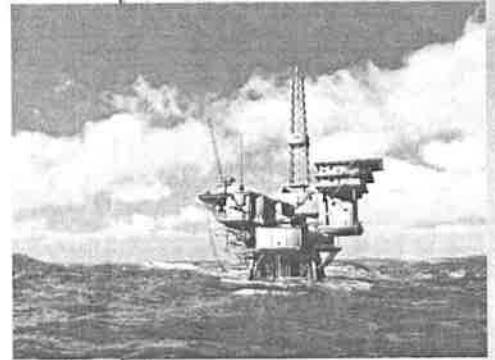


Crop plants are renewable natural resources. Here, a sugar cane plant grows in a field. When this crop is harvested, another crop will grow in its place.

Air and water are in a special category. Air and water are called **reusable resources**. Both air and water have existed on Earth for millions of years. Natural activities constantly recycle and purify reusable resources. Air and water are not destroyed when used. In fact, a glass of water may contain molecules that dinosaurs drank millions of years ago! The air you breathe while reading this sentence may have been in the lungs of a penguin in the Antarctic or an elephant in Africa a few weeks ago!

Contamination of reusable resources is a problem. **Contamination** is the input of dangerous substances into a natural resource. Many human activities pollute reusable resources at accelerated rates. Some water supplies contain chemicals not easily removed by natural processes. Chemicals can also make air toxic to breathe.

The demand for materials is also a problem. The demand for fossil fuels is far greater than the supply available on Earth. Mining operations can ruin habitats and endanger species of plants and animals. Thus, we all have a responsibility to use resources responsibly. Can you think of ways that you can help achieve this goal?



Oil rigs drill for natural oil deposits on the ocean floor.



NAME : _____

CLASS : _____

DATE : _____

Human Impact on Earth

16 Questions

- Global warming has been linked to a decrease in
 - a) the size of the polar ice caps
 - b) the temperature of Earth
 - c) the rate of species extinction
 - d) the rate of carbon dioxide production
- Which human activity would preserve nonrenewable resources?
 - a) deforestation
 - b) removing carnivores from a forest
 - c) recycling
 - d) heating homes with fossil fuels
- Continued depletion of the ozone layer will most likely result in
 - a) an increase in skin cancer among humans
 - b) a decrease in atmospheric pollutants
 - c) an increase in marine ecosystem stability
 - d) a decrease in climatic changes
- The acidity of a local stream would most likely be affected by
 - a) a change in the percentage of decomposers living in the stream
 - b) a new source of air pollution
 - c) a new predator species being introduced to the ecosystem
 - d) a decrease in the amount of sunlight that reaches the stream
- Increased industrialization will most likely
 - a) decrease available habitats
 - b) increase environmental carrying capacity
 - c) increase the stability of ecosystems
 - d) decrease global warming
- Which human activity is correctly paired with its likely future consequence?
 - a) overfishing in the Atlantic — increase in supply of flounder and salmon as food for people
 - b) development of electric cars or hybrid vehicles — increased rate of global warming
 - c) use of fossil fuels — depletion of underground coal, oil, and natural gas supplies
 - d) genetically engineering animals — less food available to feed the world's population

7. Which human activity would most likely deplete nonrenewable resources?

- a) use of natural enemies to eliminate insect pests
- b) development of wildlife refuges
- c) governmental restriction of industrial pollution
- d) increased use of fossil fuels

8. Deforestation of areas considered to be rich sources of genetic material could limit future agricultural and medical advances due to

- a) the maintenance of dynamic equilibrium
- b) the loss of biodiversity
- c) an increase in the ecosystem's carrying capacity
- d) the depletion of the ozone layer

9. Deforestation by burning has been described as a "double whammy" to the environment, meaning it has 2 negative impacts. Why is this description accurate?

- a) Forest burning releases CO₂ while decreasing oxygen, which disrupts cycles
- b) Deforestation reduces the amount of oxygen in the atmosphere, which depletes the ozone layer
- c) Forest clearing is often followed by land development, which often leads to increased noise pollution
- d) Deforestation increases the number of plant and animal species by destroying habitat

10. Approximately 75 percent of the Earth's surface is covered in water. So why is water considered such a precious resource?

- a) The greenhouse effect is causing most of the world's freshwater to be trapped in the atmosphere
- b) Only a small fraction of the Earth's water is freshwater available for drinking and irrigation
- c) Each year, more freshwater is being trapped in icecaps located at the North and South Poles
- d) Global warming caused by greenhouse gas emissions will likely cause Earth's oceans to evaporate

11. Many common products, such as wooden furniture, paper, and books, are made from trees. Which of the following is a likely consequence of humans cutting down a forest in order to make use of the natural resources there?

- a) the decrease of chemical runoff into the oceans
- b) increased acid rain
- c) the increase of light pollution in cities
- d) the destruction of habitats

12. What causes smog?

- a) The burning of particulates b) The formation of ozone
- c) Acid Rain d) the interaction of sunlight with pollutants produced by fossil fuels

13. What are renewable resources?

- a) Resources that are used faster than they form b) a. Resources that can replenish themselves over time
- c) a. Resources that exist only in urban areas d) Resources that exist only in rural areas

14. Human activities that degrade ecosystems result in a loss of diversity of the living and nonliving environment. Two ways in which humans frequently harm ecosystems and affect other organisms is through land use and pollution.

How does land use cause a reduction in biodiversity?

- a) It decreases the space and resources available to certain species b) It causes herbivores to become carnivorous
- c) It provides a more hospitable living environment d) It causes all the natural Earth cycles to stop

15. Humans often change ecosystems as a result of population growth, consumption, and technology. Which of the following exemplifies a way in which humans modify ecosystems?

- a) factory and automotive emissions causing acid rain b) redirecting and storing freshwater behind dams
- c) cutting down trees to build new buildings and roads d) all of these

16. Which of the following is a renewable resource?

- a) coal b) solar energy
- c) natural gas d) oil

1. **aquatic** growing or living in water
2. **biosphere** the part of Earth where life exists
3. **deforestation** The removal of trees faster than forests can replace themselves.
4. **endangered** A species whose numbers are so small that the species is at risk of extinction
5. **energy supply** The delivery of fuels or transformed fuels to point of consumption
6. **fossil fuels** Coal, oil, natural gas, and other fuels that are ancient remains of plants and animals.
7. **global warming** A gradual increase in average global temperature
8. **natural resource** Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain
9. **nonrenewable resource** Something produced in nature more slowly than it is consumed by humans
10. **pollution** Release of harmful materials into the environment
11. **recycle** The process of making new products from materials that were used in another product
12. **renewable resource** A natural resource that can be replaced at the same rate at which the resource is consumed