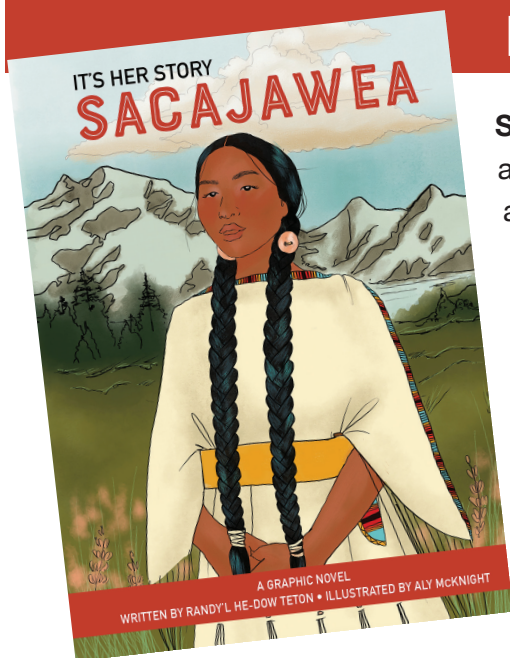


# It's Her Story: Sacajawea - A Graphic Novel

## EDUCATOR GUIDE



**Sacajawea** was a brilliant, multilingual Shoshone girl who was torn from her home at a young age. In 1805, she set out with the Lewis and Clark Expedition, acting as an interpreter and guide across hundreds of miles of unmapped land to reach the Pacific Ocean. Almost 200 years later, she became the first Indigenous woman to appear on a US coin.

It's Her Story: Sacajawea  
Written by Randy'L He-Dow Teton  
Illustrated by Aly McKnight  
\$10.99 US / \$14.99 CAN  
ISBN: 9781503765795  
Ages 7 to 10  
48 pages  
Hardcover, 6.2 x 8.6 inches

## DISCUSSION

Ask these questions to the class as a whole or have students discuss in small groups.

1. Make a list of all the ways Sacajawea saved the lives of the men on the Lewis and Clark Expedition. How many can you count? What different skills did she use?
2. Look at the last page of the story, on page 43, where the girl sitting with her grandmother near the Salmon River says Sacajawea (on the coin) is home now. What do you think her grandmother means when she adds “and she is happy”?
3. The author of this story, Randy'L He-Dow Teton, was also the model for the Sacajawea coin (p. 44). What can you learn about a person by representing them for a portrait? What can you learn about them by writing about them?

## DATA SCIENCE CONNECTION

Sacajawea could speak Shoshone, Hidatsa, French, and English. How many languages are spoken or understood in your school or community? Have your students create a survey, collect data, and review the results. Note: if your school population is primarily English-speaking only, go wider, to achieve varied results and to avoid spotlighting just a few students.

1. As a class, have students devise a survey. What questions should be asked? How will the survey reach their target population? How will results be recorded and collected? Some tips:
  - Start the survey with welcoming, brief instructions and end with a thank you.
  - Multiple choice questions are much easier to tabulate and analyze than short-answer questions.
  - To get started, see the sample survey pictured.
2. Once results come in, lead the class in viewing and interpreting results. Depending on grade level, they might count and compare results, create graphs and tables, or write up scientific reports.
3. As an option, respondents can be invited to include contact information if they are open to follow-up, and students can interview multilingual individuals to learn how they came to speak and/or understand multiple languages.



## DATA SCIENCE CONNECTION (Continued)

### EXAMPLE

Ms. Baker's class is conducting a survey on languages spoken at Wells Elementary and we would love your input! This survey will take less than one minute to complete.

1. How many languages do you speak or understand when you are with friends or family?

- One
- Two
- More than two

2. What is your primary language?

- English
- Spanish
- Tagalog
- Ukrainian
- Other

3. What second language, if any, do you speak or understand?

- English
- Spanish
- Tagalog
- Ukrainian
- Other

4. If you speak or understand more than two languages, list the others here.

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Thank you for your participation!

## VISUAL ARTS CONNECTION

For this activity you will need watercolors, watercolor paper, brushes, and cups with water.

1. With students, look through the book's artwork. Point out some of the backgrounds are watery washes of color while foregrounded figures and objects are more sharply drawn.
2. Pass out art supplies to students. Guide them in getting to know watercolor painting with these practice steps:
  - Mix the paint with a little bit of water and brush the paper. Now add more water to the paint. Notice how using more water makes the paint shade lighter while using less water makes it darker.
  - Dip a clean brush into water and apply the water to the paper. Now add color to the wet spot. Compare how the paint looks in comparison with adding color to dry paper.
  - Take a paper towel and gently touch freshly applied watercolor on paper. Notice how the paper towel acts as an "eraser."
3. After students have had some time to practice, have them look through the pictures in the book again, perhaps choosing one or two favorites.
4. Now, have students paint their own wispy, brushy background scene, inspired by the illustrator's style and colors. Set student papers aside and let them dry.
5. On separate sheets of paper, have students use markers or colored pencils to draw figures and objects, and scissors to cut them out. Once their background paintings are dry, have students carefully glue the objects and figures on to the backgrounds.

