**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date—\_\_\_\_/\_\_\_\_/15**

**ELA/Literacy Class—Amarillo Naranja Azul Verde**

**Response to Literature—Poetry**

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| **A Song for Sacagaweam**  *by Jane Yolen* | **Annotation Steps**:  **Step #1**—   * Read the poem once for comprehension   **Step #2**—   * Read the response questions.   C-U-B the questions  **Step #3**—   * Read the poem a second time; annotate for answers to the short response questions) |
| There were forty-five before her:  frontiersmen, good hunters,  stout, healthy, unmarried,  accustomed to the woods;  5 watermen, robust sailors;  experts on botany, carpentry,  forestry, smithery,  navigation by the stars.  One was master of the universal  10 Indian signs,  one a black slave named York.  They carried powder and balls,  pork, purgatives, Peruvian bark,  beads for the natives,  15 writing desks and “creyons,”  six papers of ink powder,  a swivel gun with bullets,  casks of gunpowder,  a Newfoundland dog.  20 They knew how to read  words on a page  points on a map.  But they could not read the rest:  how broad the mountain-hemmed plains  how deep the winter chill,  25 how wide the river fords,  how far good faith could travel.  They did not speak  with the tongue of the Shoshone,  they did not know  30 the Hidatsa words for peace, for war.  She spoke for them,  helped them passage through  the rough divides,  She dug roots for them,  35 wild artichokes,  when all they had to eat was parched corn.  She put up the tent,  packed it down again,  her infant son in a cradleboard on her back.  40 Was she a hero?  Did she get a medal?  Was she counted an explorer  who charted the way?  These are notions of the white man.  45 She was a Shoshone woman,  slave to the Hidatsa,  won by a French trader in a bet.  Carrying her son on her back,  she did all the white men did,  50 all that had to be done  to keep them alive on the long trail.  She was Sacagewea.  It was enough. |  |

**Short Answer Responses—**Use textual evidence to answer each question

1. According to “A Song for Sacagawea,” what three special talents did Sacagawea bring to the expedition? Put a check mark in the box beside each answer you choose.

* an ability to use a swivel gun
* an ability to speak the Shosone language
* skills in navigating by the stars
* talents at finding plants to eat
* an understanding of the geography of the land
* the skill to keep a journal

Write three lines or phrases from the poem that support your answer.

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1. What is the central idea of “A Song for Sacagawea”?
2. Sacagawea was kind and gentle.
3. Sacagawea was a heroic explorer.
4. Sacagawea saved the expedition.
5. Sacagawea carried her son with her.
6. Write lines or phrases from the poem that support your answer.

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1. Choose two ways that the use of free-verse form contributes to the meaning of “A Song for Sacagawea.” Put a check mark in the box beside each answer you choose.

* The use of repetition reinforces the ides that Sacagawea was valuable
* The use of lists helps citrate a sense of mystery and suspense.
* The use of repetition shows the passage of time.
* The use of end rhymes makes the poem fun to read.
* The use of a set of sentence lengths creates a regular beat.
* The use of lists gives historical information

Write two details or lines from the poem that support your answer.

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1. In “A Song for Sacagawea,” what is the speaker’s attitude toward Sacagawea? Use two or more details from the poem to support your response.

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