



“Arapaho Truths”

4th grade Lesson Plan #1

LESSON PLAN DEVELOPED BY: Veronica Miller – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8.7 - Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.4.3 - Key Ideas and Details

CCSS.ELA-LITERACY.W.4.2 - Key Ideas and Details

CCSS.ELA-LITERACY.SL.4.4 - Speaking and Listening

CCSS.ELA-LITERACY.SL.4.5 - Speaking and Listening

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018)

(See Standard Definitions at the end of the lesson)

Social Studies Content Standard 2 - Culture and Cultural Diversity

SS.5.2.1 - SS5.2.2 - SS5.2.3 - SS5.2.4

Wyoming Language Arts Standards– 4th Grade (2012)

Reading Standards for Literature K–5

Key Ideas and Detail

Production and distribution of Writing

Presentation of Knowledge and Ideas

DURATION OF LESSON: video = 29:15 -5 Days

<https://youtu.be/Rm4r7gTMUOY>

MATERIALS RQUIRED:

Handouts:

Story Wheel

Cluster Word Web

Moon diagram

Story Star

Beginning, Middle, End worksheet

KEY VOCABULARY:

Truth-The truth: the real facts about something

Oral Tradition-a community's cultural and historical traditions passed down by word of mouth or example from one generation to another without written instruction.



Identity-the fact of being who or what a person or thing is.

Culture-the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

DESCRIPTOR:

Learning & Storytelling: Traditional Teaching and the passing on of knowledge and wisdom was done through storytelling, song, ceremony, and daily way of life, often incorporating specific gender and age specific responsibilities. These continue to be some of the best modes for learning for both Native and non-Native learners.

LEARNING OBJECTIVES:

Students will investigate how traditional teaching and the passing on of knowledge and wisdom are done through storytelling.

LESSON INTRODUCTION:

2:25- 3:09 “our stories are very important because they are a part of our history, a part of who we are and where we come from”....

STEP BY STEP PROCEDURE:

DAY ONE: Students will listen to 2:25-3:09 of the video and discuss what they believe the purpose of the video will be about?

Show 6:20-10:05 of the video- The Bear who lost his tail. This story acknowledges the elders and all living things.

Activity: students will construct a story wheel for the Bear who lost his tail. This retelling will assist in a retelling of the story.

DAY TWO: Show 10:55-10:48 of the video.

Activity: Students will use the Cluster Word Web activity page to fill in important facts about Chief Yellow Calf. When finished students will write a short response on the back of the page to what they learned about Chief Yellow Calf. If time permits, they can write a second response about an elder they know who has made a contribution to their own lives.

DAY THREE: Show 11:50-14:10 of the video. The Moon, Sun and Wives

Activity: Students will be given a picture of the moon and they will outline where they see the frog on the face. As a discussion, ask if they know any stories about the moon?

DAY FOUR: Show 20:05-24:00 of the video - Star Girl highlights the wonders of the universe. The Arapaho people could foresee that one-day humans would experience space travel. They believe that once able to travel to another planet they are “going to find Arapaho people”.

Activity: Students will answer the questions located on the Story Star. The students will give a short response to the story answering the star questions.



DAY FIVE: Show 10:17-20:02 of the video - Narrative of Arapaho Youth. This section discusses the importance of stories, culture, traditions, and Way of Life that shapes your identity. Can you relate to his respect for his grandfather and the oral tradition that is passed down from one generation to the next? Please journal if you have a person of significant importance that has touched your life through storytelling.

Activity: Use the Beginning, Middle, End worksheet to tell your story.

REVIEW:

Truth-The truth: the real facts about something

Oral Tradition-a community's cultural and historical traditions passed down by word of mouth or example from one generation to another without written instruction.

Identity-the fact of being who or what a person or thing is.

Culture-the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

Has oral tradition formed your Identity?

EVALUATION:

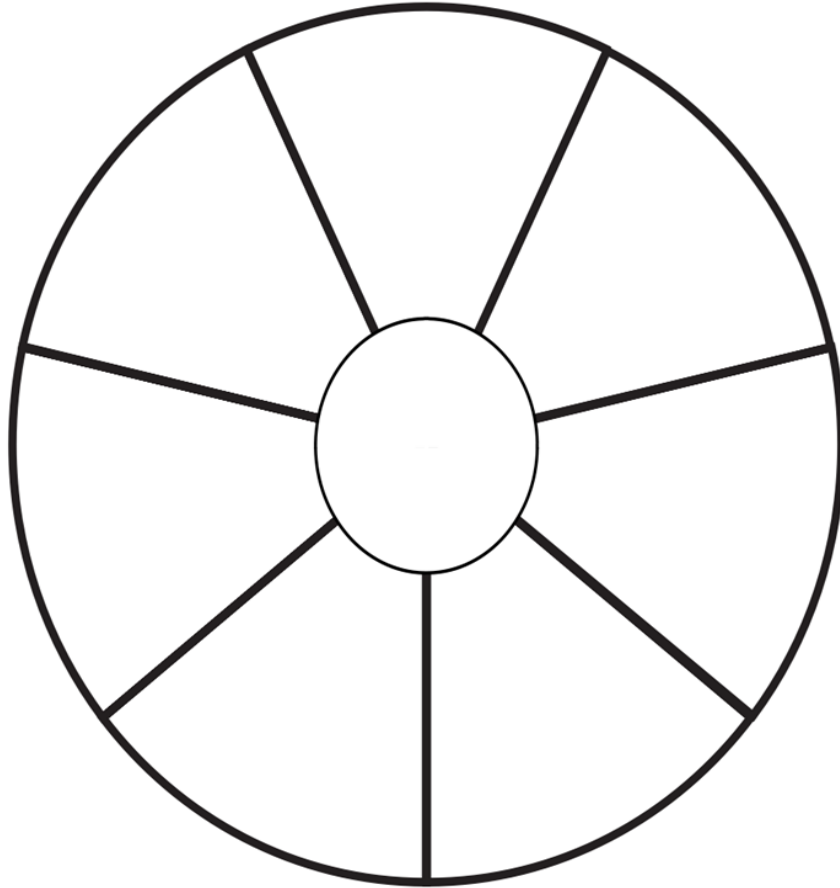
The evaluation will be the Day Five Activity that ties together the purpose of the Arapaho Truths video. Students can share in small groups or whole class.

Moon Face



Name _____

Date _____

TITLE:*Directions:*www.storyboardthat.com StoryboardThat

Create your own at Storyboard That



The Story Star

Who was in the story?

Was there a problem?
What was it?
How was it solved?

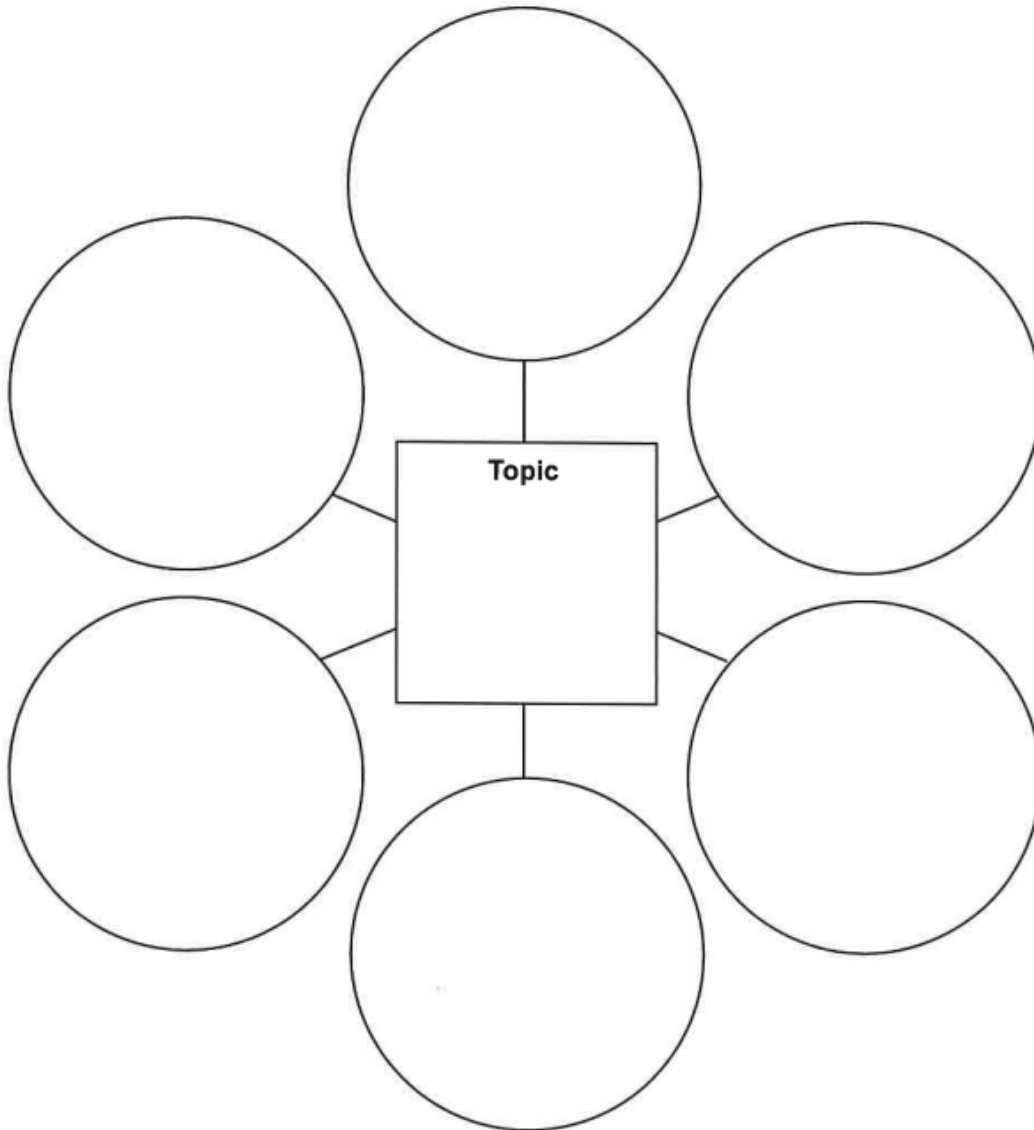
Where did the story take place?

What were the most important things that happened?

What did you think of the story?

Cluster/Word Web 3

Write details about your topic in the circles.



BEGINNING	MIDDLE	END
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY. RH.6-8.7

- Integrate visual information with other information in print and digital texts.

Key Ideas and Details:

CCSS.ELA-LITERACY. RI.4.3

- Explain events, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY. W.4.2

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening:

CCSS.ELA-LITERACY. SL.4.4

- Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY. SL.4.5

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

WYOMING STATE SOCIAL STUDIES STANDARDS (2018)

3rd – 5th Grade Correlated to Native American Education Lessons

Wyoming State Social Studies Standards (2018) –

3rd – 5th Grade Correlated to Native American Education Lessons

Social Studies Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS.5.2.1 Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).



- SS5.2.2 Describe, compare, and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.
- SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.
- SS5.2.4 Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).

Language Arts – 4th Grade 2012

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades

Key Ideas and Detail

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)

Production and distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Presentation of Knowledge and Ideas

1. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.
2. Add audio recordings and visual displays to enhance the development of main ideas or themes.
3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.