



## Module 3

### WHO ARE THE EASTERN SHOSHONE PEOPLE?

#### Lesson Plan # 1

**LESSON PLAN DEVELOPED BY:** George Abeyta, Ann Abeyta, John Washakie, Zedora Enos – Eastern Shoshone

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH-6-8.1 – Key Ideas and Details

CCSS.ELA-LITERACY.RH.-6-8-2 - Key Ideas and Details

CCSS.ELA – LITERACY.RH-6-8.4 – Craft and Structure

CCSS.ELA- LITERACY. RH.6-8.6. - Craft and Structure

CCSS.ELA- LITERACY.RH. 6-8.9 - Integration of Knowledge and Ideas

**WYOMING STANDARDS ADDRESSED IN LESSON:**

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.3

WY Standard 2: SS8.2.1, SS8.2.2, SS8.2.4, SS8.2.4.a

WY Standard 4: SS8.4.3, SS8.4.4, SS8.4.4.a

WY Standard 5: SS8.5.2, SS8.5.3, SS8.5.3.a

**DURATION** - Approximately 2 - 4 weeks

**MATERIALS REQUIRED:**

Fort Bridger Treaty of 1868 (Creation of the Shoshone Indian Reservation and the Northern Arapaho Tribe's settlement in 1878.)

[https://en.wikipedia.org/wiki/Fort\\_Bridger\\_Treaty\\_Council\\_of\\_1868](https://en.wikipedia.org/wiki/Fort_Bridger_Treaty_Council_of_1868)

The Eastern Shoshone Tribe

<http://easternshoshone.org/>

The Shoshone – Bannock Tribes

<http://www2.sbtribes.com/>

**KEY VOCABULARY:**

Treaty –

Ratify –

Proclaim –

Reservation –



Government –

Pledge –

Honor –

Proceed –

Premise –

Authorize –

Commissioner –

Depredation –

Privileges –

Portion –

Designate –

Reimburse –

Provisions –

Solemn –

Designate –

Discharge –

Enjoin –

Miller –

Sufficient –

Relinquish –

Settlement –

Unoccupied –

Tract –

Acre –



Certified –

Agriculture –

Implements –

Commence –

Annuities –

Substantial –

Appropriation –

Contemplated –

Validity –

**DESCRIPTOR:**

Students will gain an understanding of the Fort Bridger Treaty of 1868 including its importance to the state of Wyoming and the Eastern Shoshone Tribe in 1868 and today.

**LEARNING OBJECTIVES:**

Students will study (Highlight, paraphrase and report) the Treaty of 1868 between the Eastern Shoshone Tribe and the United States Government.

**LESSON INTRODUCTION:**

What was the Treaty of 1868 and why is it important for the State of Wyoming and its citizens?

**STEP BY STEP PROCEDURE:**

Students will study (Highlight, paraphrase and report) the Treaty of 1868 between the Eastern Shoshone Tribe and the United States Government.

**Step 1:** Students will watch the video Wind River Education Video #3 - “Who are the Eastern Shoshone People?” and discuss the definition of a treaty. Students should understand that a treaty is an agreement between two parties (in this case between the U.S. Government and the Eastern Shoshone Tribe). The teacher will pose the question-What was the Treaty of 1868 and why is it important for Wyoming and its citizens.

**Step 2:** Students will find the Fort Bridger Treaty of 1868 online, print and discuss as a class the format, layout, structure and word choice.

Students should conclude that it is a formal document.

There are 13 articles.

Students will make connections with this treaty and other historical documents like the U.S. Constitution.

Students will identify the topic or main idea of each article.



**Step 3:** Read as a class and discuss the gist of the document.

**Step 4:** Read with a partner and discuss each article taking margin notes.

**Step 5:** Read independently taking notes in a reading journal-make connections, ask yourself questions, write opinions/judgments, and reflect.

**Step 6:** Each student will highlight the rights, freedoms, and privileges and/or basic human necessities promised to the Eastern Shoshone people.

**Step 7:** Students will paraphrase each article in at least 5 sentences.

**Step 8:** Students will rank the 13 articles based on importance during 1868 (1 being most important and 13 least important). Students will rank the 13 articles again based on their importance for today.

**Step 9:** Once the students have ranked the 13 articles they will work in groups and complete Listening and Standard 1.3 (Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.)

**REVIEW / EVALUATION:** The following assessment will serve as a review and an evaluation.

Assessment for Wind River Education Module #3: “Who are the Eastern Shoshone People?”

Treaty of 1868

What is a treaty?

Why was a treaty necessary for the Eastern Shoshone Tribe and the United States Government?

List all major points of each article in the treaty.

Is the treaty of 1868 still important? Why or why not?

**RELATED RESOURCES:**

Native American Rights Fund

<https://www.narf.org>

Wind River Reservation, Google Map

<https://www.google.com/maps/place/Wind+River+Reservation,+WY/@43.3077579,-109.3743439,9z/data=!3m1!4b1!4m5!3m4!1s0x87587d7c49da252b:0x1e05711dc05a480f!8m2!3d43.2832906!4d-108.8340103>



Eastern Shoshone Cultural Center- 90 Ethete Road, Fort Washakie School, Fort Washakie, WY.  
82514

Fort Washakie School Library, John Washakie-90 Ethete Road, Fort Washakie School, Fort  
Washakie, WY. 82514 (307)332-2380

Darwin John St. Clair Jr., Eastern Shoshone Member

<http://blog.nmai.si.edu/main/2015/02/meet-native-america-darwin-john-st-clair-jr.html>



## **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RH-6-8.1

- Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.-6-8-2

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **Craft and Structure:**

CCSS.ELA – LITERACY.RH-6-8.4

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA- LITERACY. RH.6-8.6

- Identify aspects of a text that reveal an author’s point of view or purpose (e.g, loaded language, inclusion or avoidance of a particular facts).

### **Integration of Knowledge and Ideas:**

CCSS.ELA- LITERACY.RH. 6-8.9

- Analyze the relationship between a primary and secondary source on the same topic.

## **WYOMING STANDARDS ADDRESSED IN LESSON (Expanded):**

### **Social Studies Standards (2018) Grade 8**

#### **Content Standard 1-Citizenship, Government, and Democracy**

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

SS8.1.3

Explain the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States, Wyoming, and tribal government.

#### **Content Standard 2 - Culture and Cultural Diversity**

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

SS8.2.1

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.

SS8.2.2

Evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to cultural development, understanding, and continuity (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).



#### SS8.2.4

Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).

#### SS8.2.4.a

Explain the cultural contributions of and interactions between Native Americans and immigrant groups in Wyoming and the United States.

### **Content Standard 4- Time, Continuity, and Change**

Students analyze events, people, problems, and ideas within their historical contexts.

#### SS8.4.3

Analyze the way current events; affect all people, including Indigenous Tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.

#### SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institution (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

#### SS8.4.4.a

Identify how federal policies have impacted Indigenous Tribes of Wyoming historically and currently (e.g., reservations treaties, allotment, boarding schools, and forced assimilation).

### **Content Standard 5- People, Places, and Environments**

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places and environment.

#### Physical Place and Region

#### SS8.5.2

Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

#### Human Place and Movement

#### SS8.5.3

Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.



SS8.5.3.a

Explain how migration and settlement patterns of indigenous tribes influence place (e.g., migration of pre-Columbian Tribes, and reservation movement).