



**Module #2**

**WHO ARE THE PEOPLE OF THE WIND RIVER RESERVATION?**

**“Northern Arapaho Veterans”**

**(8<sup>TH</sup> Grade)**

**LESSON PLAN DEVELOPED BY:** Alberta Oldman – Northern Arapaho

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure  
CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details  
CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure  
CCSS.ELA-LITERACY.W.8.1.a - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.1b - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.1.c - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.1.d - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.1.e - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.3 - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.3.a - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.3.b - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.3.c - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.3.d - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.3.e - Text Types and Purposes  
CCSS.ELA-LITERACY.W.8.7 - Research to Build and Present Knowledge  
CCSS.ELA-LITERACY.W.8.8 - Research to Build and Present Knowledge  
CCSS.ELA-LITERACY.SL.8.1 - Comprehension and Collaboration  
CCSS.ELA-LITERACY.SL.8.1.a - Comprehension and Collaboration  
CCSS.ELA-LITERACY.SL.8.1.b - Comprehension and Collaboration  
CCSS.ELA-LITERACY.SL.8.1.c - Comprehension and Collaboration  
CCSS.ELA-LITERACY.SL.8.1.d - Comprehension and Collaboration  
CCSS.ELA-LITERACY.SL.8.2 - Comprehension and Collaboration

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

Wyoming State Social Studies Standards (2018) Grade 8

SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.2.4.a  
SS8.4.1, SS8.4.3, SS8.4.4, SS8.4.4.a, SS8.4.5  
SS8.5.1, SS8.5.4.a  
SS8.6.1, SS8.6.2 SS8.6.3 SS8.6.4



Wyoming State Language Arts Standards – GRADE 8 (2012)

Reading Standards for Literature

- Key Ideas and details

- Craft and Structure

Writing

Speaking & Listening

- Comprehension and Collaboration

**DURATION OF LESSON** - 5 Days, (45 minute class periods)

**Day 1:** Social Studies- Global awareness

“Native American Veterans” 27:10

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

**Day 2:** Math - distance, Social Studies-software programs/apps and Maps

**Day 3:** ELA - Compare and Contrast, short essay

**Day 4:** Social Studies - Culture and Cultural Diversity-“Veterans Day” packet

**Day 5:** Social studies - Websites, Finish previous assignments

**MATERIALS REQUIRED:**

**Day 1:** Computer and visual screen to watch the video, internet access, Global Awareness handout.

**Day 2:** Laptops, chromebooks, ipad, or desktops, software apps/programs that will allow each student to find the distance in miles, maps (attached), pencil, Math handout (attached), colored pencil or markers, rulers.

**Day 3:** Compare & Contrast Graphic Organizer and short essay handout (attached), pencil, lined paper.

**Day 4:** “Veterans Day” Packet and worksheet (attached), pencil/pen.

**Day 5:** Computer, visual screen and speakers for teacher to share war song website.

Laptop, chromebook, ipad, or desktop for each student for students to view pictures. Incomplete worksheet and materials from previous lessons.



### **KEY VOCABULARY:**

NOTE: All the vocabulary definitions are directly related to the military.

#### Infiltration

- A method of attack in which small bodies of soldiers or individual soldiers penetrate the enemy's line at weak or unguarded points in order to assemble behind the enemy position and attack it from the rear, harass enemy rear-area installations, etc.

- A system of transporting troops or vehicles at extended and irregular intervals so as to avoid enemy observation or attack, especially from the air.

#### Basic (training)

- Primary: *basic training*.
- Of lowest rank: *airman basic*.

#### Infantry

- Soldiers or military units that fight on foot, in modern times typically with rifles, machine guns, grenades, mortars, etc., as weapons.
- A branch of an army composed of such soldiers.

#### Dictated

- An authoritative order or command.
- A guiding or governing principle, requirement, etc.

#### Unit

- An organized body of soldiers, varying in size and constituting a subdivision of a larger body

#### Company

- The smallest body of troops, consisting of a headquarters and two or three platoons.
- Any relatively small group of soldiers.

Source: <https://www.merriam-webster.com/dictionary/dictionary>

### **DESCRIPTOR OF LESSON:**

In this lesson, students will watch the video “Native American Veterans”. The video consists of 3 interviews of Native American Indian Veterans from the Wind River Reservation during the Korean and Vietnam Wars. Each veteran shares his stories/experiences from the beginning to the end of their journeys. After viewing the video, students will complete a global awareness handout, search for and use technology apps to determine the total distance traveled and map out each veteran's path, use a compare & contrast graphic organizer to write a short essay, read and complete a “Veterans Day” handout/worksheet, and to end the unit, will listen to a Northern Arapaho ‘War Song’ in the Arapaho Language and view pictures on the internet from each war.



**LEARNING OBJECTIVES:** (LT=Learning Target)

**Day 1:**

Learning Target - I can identify and complete the 5 W's worksheet with a 70% or better to demonstrate that I am aware of one global current event/issue that is occurring in the World today.

Assessment - Each blank on the worksheet is worth 1 point. In assessing the assignment the student must score a 7/10 to meet the LT.

**Day 2:**

Learning Target - I can calculate the estimated miles traveled for each veteran through the use of a technology application on the internet with a 70% or better.

Assessment - In determining if the LT has been met, compare all three groups total miles traveled for each veteran and view the path responses to for each destination.

**Day 3:**

Learning Target - I can demonstrate that I can compare & contrast three topics by completing the graphic organizer with a 70% or better.

Assessment - Each response is worth 1 point. Students must score 8/9 to meet the LT.

**Day 4:**

Learning Target - I can demonstrate an understanding of how the Native American Indian tribes across the nation honor their veterans and the American flag by scoring an 80% or better on the worksheet.

Assessment - Each fill-in-the-blank is worth 1 point. A total of 40 points possible. A student must score a 32/40 to meet the 80% or better to meet the LT above.

**Day 5:**

Learning Target - I can show an understanding of how the Northern Arapaho Language is different in meaning from the English language through class discussion.

Assessment - Based on class discussion during and after viewing websites, observe all students and make sure all have participated and if those who haven't, approach them and ask, "What did you find the most interesting today?"

**LESSON INTRODUCTION:**

Teacher: Say, *"Today, we will start a unit on Native American Veterans. We will begin by watching a video that contains interviews about three veterans from the Wind River Reservation who are members of either the Northern Arapaho or Eastern Shoshone tribe. They share with us, their stories about their journeys from the beginning to end as each one left home to combat in the Korean or Vietnam Wars. "*

Teacher: Ask, *Who can define 'veteran'?* Definition: a person who served in the military. Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for *veteran*, using the think-pair-share method, have students pair up and share information about a veteran who is in their family. Write the definition on the whiteboard or use



the technology in the classroom. Ask for volunteers to see if anyone would like to share their information from the think-pair share conversation.

Teacher: Say, *Now that we have a better understanding of the word ‘veteran’ and shared your information about a veteran in your family with a partner, we are now going to watch the video titled ‘Native American Veterans’. As I mentioned earlier, this video contains interviews about three veterans from the Wind River Reservation who share their stories with us about their journeys from the beginning to the end. I would really like to emphasize that you pay close attention as you watch the video to the similarities and differences that each veteran experiences as they tell their stories.*

Teacher: Say, *Before I start the video, I would like to inform you ahead time what assignments/activities we will be doing in this lesson. We will be completing a worksheet that focuses on Global Awareness, using technology to complete a math handout as well as visiting other websites to view real life events that our country participated in in other parts of the world, write a short compare and contrast essay, and finally, read an article about ‘Indian Veterans’. I will go into more detail as each one approaches.*

### **STEP BY STEP PROCEDURE:**

#### **Day 1-** Introduction & “American Indian Veterans” video

Introduce the lesson using the dialogue above. After the introduction, teacher:

1. Play “Native American Veterans” (27:10)

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>.

2. Hand out the worksheet for the global awareness assignment (attached) and read aloud the directions and questions to the students.

3. Have students work independently on the assignment.

4. At the end of class, gather worksheets to check for understanding of content and to see if the students meet the LT for day 1.

5. Closure: To check for understanding, as whole group, very briefly ask students what was covered in today’s lesson.

#### **DAY 2-** Math & Maps

1. Start the lesson by summarizing what was covered in Day1.

2. Next, tell students that the lesson for today will focus on using technology as a tool in math to find the distance traveled by each veteran. Also, tell them that as they are computing the distance they will be mapping out each veteran’s destination on a U.S. and World map.

3. Hand out a math worksheet, a U.S. and World map to each student. (prior to class, teacher may want to research and locate a possible maps website that the students can use for



completing the assignments for today- one that allows students to enter locations and will provide the distances in miles)

4. Read the directions to the students and ask if there are any questions.
5. Break into small groups of 3 and have one student in each group get the other supplies (colored markers/pencils and rulers) needed for the assignment. Have each group get the technology they will be using for the assignment.
6. Allow the remainder of the class time to work on assignment.
7. Closure: To check for understanding, ask students what software application they located to use for this assignment and ask each group to share either one of the TOTAL miles they calculated for one of the three veterans or the map visual aid they created.

### **DAY 3- Compare & Contrast Graphic Organizer and Short Essay**

1. Start the lesson by reviewing what was covered in day 1 and 2.
2. Tell the students that the lesson for today will begin with them completing a graphic organizer that will then be used as a guidance tool to assist them in writing a short compare and contrast essay.
3. Hand out the graphic organizer and short essay worksheets to each student.
4. Read the directions out loud and ask if there are any questions. (Teacher may want to have a list of similarities and differences prepared before class starts in case students are struggling with the assignment)
5. Allow the remainder of class for independent work to complete the assignment.
6. Closure: To check for understanding on the LT for this assignment, in whole group discussion, ask the students to share with the class a similarity or difference they wrote on their organizer.

### **Day 4- 'Veterans Day' Packet and Worksheet**

1. In 5 minutes, review the content covered in the first 3 lessons and assignments.
2. Inform the students that the lesson today will contain a packet that will share information about how Native American Indian Veterans across the United States are recognized within their tribes and how the flag has the same significance as the rest of the people who live in this country.
3. Hand out the 'Veterans Day' packet and fill-in-the-blank worksheet to each student.



4. Read the directions out loud and ask if there any questions. (Teacher can decide if they want to read the packet out loud to the group, read out loud as a group, or read independently)
5. Use the remainder of class time to work on and complete assignment. (Again, it will be at the teacher's discretion whether they want to work on the assignment as whole group, small group, pairs, or independently)
6. Closure: Ask students how the Native American Indian Tribes in the United States honor their tribal members when they come home from serving our country to see if they met the LT for day 4.

### **Day 5- Websites and Wrap-Up Unit**

Prior to class, teacher will need to have the technology set up and song website ready to play song.

1. Briefly review days' 1-4 lessons and assignments.
2. Tell students that the first part of class will be delegated to the websites listed on the handout and the last part of class will be used for completing any assignments that they may have not finished from previous days.
3. Pass out the Websites handout to each student.
4. Read the entire handout to the class (Teacher needs to place emphasis on the underlined note at the top of the page for the students who will not be participating in viewing the photos of each war)
5. Visit "The Story of Soldier Wolf" website and play the "war song"  
(<http://projects.aljazeera.com/2014/native-veterans/soldier-wolf/index.html>)
6. Reread the highlighted section of the handout. Explain that the Arapaho language used in any conversation depends on what the topic is about. It makes reference to or describes what is going on. For those in the conversation, it is an understanding among them what they are saying as they communicate. For example, if the conversation is about a computer, the Arapaho people did not have a word for computer but the way they described it was 'it thinks on its own' and it's a general understanding that they are talking about a computer.
7. Teachers should visit these two websites and select specific images of the Korean and Vietnam Wars:

Vung Tau Airfield in reference to the story of John Wadda: <https://bit.ly/32aNgMs>

Korean War images in reference to the story of Tony Aragon: <https://bit.ly/2NwUiYv>



8. After 20 minutes, stop the viewing for those students who need to complete unfinished assignments but for those who have everything turned in may continue to search for other websites that they would like to know more about that are related to any of the lessons for the unit.
9. Closure: To assess the LT for today's lesson, call on students at random to explain how the Arapaho language is different from the English language?

**EVALUATION:**

See the assessment criteria under the Learning Objectives above.





**Topic: Global Awareness - Day 1**

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Each veteran in the video mentioned that they were not aware of ‘what’ they were doing or ‘why’ they were doing it when they enlisted or were drafted into the military yet they found themselves traveling to another city, state, and country far from home, the Wind River Reservation. If we take into account the years that the veterans served in the military, 1948-1952, we know that was 70 years ago (2018). In comparing the past and present, things have continuously changed all around the World but one thing that appears to remain the same is that on the Wind River Reservation, global awareness gets very little attention from the residents who live there. Students may hear about global news/issues in school, some adults may discuss it at some point but other than that, it’s not an everyday topic discussed in the communities and in homes.

GLOBAL AWARENESS - a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. The understanding of concepts that impact the world encompasses, but is not limited to, environmental, social, cultural, political, and economic relations.

Directions: Answer the 5 W’s worksheet below by a current event in the news that is taking place today. (First, try to complete this assignment without having to use any resources.)

The 5 W’s	Answers
Who?	
What?	
Where?	
When?	
Why?	



**Math Worksheet – Day 2**

**Distance = Miles**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

**Directions:** In small groups of 3, each member will select one of the 3 veteran’s and watch their interview and write down the war they were in, the military branch, and locations of where their journey began and ended. To assist you, included on this worksheet are blank lines that will provide you with how many locations each veteran traveled. Once the locations have been determined, use technology (computers) and search for a software app that will assist you in calculating the distance traveled in miles.

The video starting points for each veteran are as follows:

John Wadda 0:56 \_\_\_\_\_ War \_\_\_\_\_ Military Branch

Start Location	End Location	Distance traveled in miles
Wind River Reservation		

(Note: Move the end location to the next line for start location) **TOTAL MILES** \_\_\_\_\_

Tony Aragon 12:05 \_\_\_\_\_ War \_\_\_\_\_ Military Branch

Start Location	End Location	Distance traveled in miles

**TOTAL MILES** \_\_\_\_\_

Mark Soldierwolf 17:10 \_\_\_\_\_ War \_\_\_\_\_ Military Branch

Start Location	End Location	Distance traveled in miles

**TOTAL MILES** \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Directions: On the U.S. and World map, draw lines that represents each of the 3 veterans journey as they leave their homeland to war and back. Make a LEGEND that shows the different colors used for each warrior.






Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

### COMPARE AND CONTRAST - Day 3

**DIRECTIONS:** Complete the compare and contrast graphic organizer. On the left column, write down each “Native American Veterans” name that was interviewed in the video. In the middle column, write down at least 1 piece of information that the 3 veterans had in common (compare). Finally, in the column on the right, write down at least 1 piece of information that the 3 veterans did not have in common (contrast). Once you have completed the organizer, you will use this to assist you in writing a short compare & contrast essay.

<b>VETERAN NAME</b> 	<b>COMPARE</b>	<b>CONTRAST</b>



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

### COMPARE AND CONTRAST – Day 3

**DIRECTIONS:** Write a short essay using the graphic organizer you completed previously. It can be 3-4 paragraphs (4 lines minimum for each paragraph). Reminder, the essay will be assessed using the district adopted writing rubric.



## **“VETERAN’S DAY” HANDOUT – DAY 4**

Indian veterans and the American flag.

There are thirteen strips and fifty-two stars on the American flag. The blue represents the union, the red represents bloodshed and the white represents honor, bravery. The flag itself represents as a national or state symbol. And the stars represent the states.

The American Indian soldiers were honored with an eagle feather for his bravery. Honor songs were sung and give-aways were held in Indian communities to honor the veteran. At one time, when a soldier was home on leave and was seen in public, he was given an honor song by members of his tribe.

It was once said that the reason the flag was red, white and blue, was because of the sunrise and sunset colors of the sky.

The American flag, a symbol for national unity has been an inspiration for the American Indians for over 100 years.

Tribal chiefs and war leaders consider the American flag as the official seal which validated a treaty or peace agreement.

Since the flags were carried into battle by the American troops, a special power was attributed to the flags where it was believed to guarantee success and special military services to the owner.

American, Confederate and Canadian flags have been found in bundles of War Chiefs, which not only symbolizes respect and patriotism, but also that the flag was one of the most prized possessions of the owner.

Today, the American flag continues to “lead the way” at all Indian Ceremonies and pow-wows. Indian veterans carry the American flag during the grand entry and ceremoniously parade in all Indian dances. Tribal flag songs speak of special war deeds in defense of the American flag and acknowledge that “as long as the flag shall fly, Indian people shall live.”

The American flag has been in the material and beadwork design of artists and crafts persons for the last 100 years. The flag can be found on moccasins, pipe bags, baskets and pottery, rugs and cradleboards, as well as vests and jackets.

No doubt the most important emphasis the American flag has for Indian people is the strong patriotic overtone which continues to unify Americans, in support of this country, which we still consider ours.



The holiday we know as “Veterans Day” used to be called “Armistice Day,” and it began as a celebration of the end of World War I. When the news reached the United States that the fighting had stopped people were over-joyed. But they didn’t want to forget the many soldiers who had died to bring peace to the world. So they set aside November 11 as a day of remembrance.

The first official celebration of Armistice Day took place on November 11, 1919. Many churches held special services, and veterans who had come home from the war paraded joyfully through the streets. Most dramatic of all, people all across the United States observed two minutes of silence to honor those who had been killed during the war.

In 1921, the body of an American soldier who had been buried in France was brought to Arlington National Cemetery in Virginia. His new grave became a shrine “The Tomb of the Unknown Soldier.” The inscription on the Tomb reads: “Here Rests in Honored Glory an American Soldier Known but to God.” No one knew the soldier’s name. He represented all the unidentified soldiers who had lost their lives in World War I. The President of the United States laid a wreath of flowers before the tomb, and flags were lowered to half-staff in respect to the Unknown Soldier.

After World War II, a second Unknown Soldier was buried at Arlington. Then in 1954 because Americans wanted to honor veterans from all wars, the name of the holiday changed from Armistice Day to Veterans Day. Today, Veteran’s Day is celebrated on November 11 or on the Monday closest to that date. The President of the United States (or his representative) still lays a wreath of flowers at the tomb of the Unknown Soldier during a special service at Arlington National Cemetery. Many cities have Veteran’s Day parades and programs. Flags fly from public buildings and private homes.

But the United States isn’t the only country to honor men and women who served in wars: Great Britain, Canada, France and Poland also have holidays to pay tribute to veterans.

On the Wind River Reservation, the Shoshones and Arapahos honor their veterans by having an Indian dance, and a breakfast in honor of American Indian Veterans.

*“Indian veterans and the American flag, Veterans Day Handout” was developed by Fremont County School District #14 staff in 1983 with Title IV-A Curriculum Development funds*





## “Veteran’s Day” Worksheet

\_\_\_\_\_  
Name

Complete the following sentences:

1. The American Indian was honored with an \_\_\_\_\_ for his bravery.
2. The American flag, a symbol for national \_\_\_\_\_.
3. Tribal chiefs and war leaders consider the \_\_\_\_\_ flag as the official seal which validated \_\_\_\_\_ or \_\_\_\_\_.
4. \_\_\_\_\_ were sang and \_\_\_\_\_ were held in Indian communities to honor the veteran.
5. The American flag continues to “\_\_\_\_\_” at all Indian Ceremonies and pow-wows.
6. There are \_\_\_\_\_ stripes and \_\_\_\_\_ stars on the American flag.
7. The blue represents the \_\_\_\_\_, the red represents the \_\_\_\_\_ and the white represents, \_\_\_\_\_ and \_\_\_\_\_.
8. Tribal flag songs speak of \_\_\_\_\_ deeds in defense of the American flag.
9. Veteran’s Day used to be called \_\_\_\_\_.
10. The flag can be found on \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
11. The United States isn’t the only country to honor men and women who served in wars: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, have holidays for veterans.



12. The \_\_\_\_\_ represents all the unidentified soldiers who had lost their lives in World War I and World War II.
13. The American flag has been in the material and \_\_\_\_\_ design of \_\_\_\_\_ and \_\_\_\_\_.
14. The United States observe \_\_\_\_\_ of silence to honor those who had been killed during the war.
15. On the Wind River reservation the \_\_\_\_\_ and \_\_\_\_\_ honor their veterans by having an \_\_\_\_\_ and a \_\_\_\_\_ in honor of American Indian veterans.

***“Indian veterans and the American flag, Veterans Day Handout” was developed by Fremont County School District #14 staff in 1983 with Title IV-A Curriculum Development funds***



## “NATIVE AMERICAN VETERANS” WEBSITES

**Note: Some of the photos may be too graphic and if you choose not to view the picture, you may work on any incomplete assignments from the previous lessons.**

The following websites are additional resources that you will listen to and view that are directly related to the lessons in this unit.

First, you will listen as the teacher plays a song at the following website that is sung in the Arapaho Language to honor a Northern Arapaho Veteran. It is called ‘War Song’. A little background about our language that you may like to know. **When the language is used, it is not like the English language where it has a definite meaning but when spoken, the translation is referring to the topic being discussed and it is describing the actions or makes reference to it.**

**In the ‘War Song’, the Arapaho words translate to this:  
(Although his adopted mother is singing it, the one word she is using says ‘me’ but she is really singing the song for him, not herself)**

**“The Story of Soldier Wolf” --war song**  
<http://projects.aljazeera.com/2014/native-veterans/soldier-wolf/index.html>

“Creator, pity ‘me’, watch over ‘me’ and take care of ‘me’ for the rest of my life from this point on.”

Next, you will visit a website that will allow you to view some photos of where John Wadda was stationed at during the Vietnam War.

**John Wadda -- Vung Tau airfield pics**  
<https://bit.ly/32aNgMs>

Finally, you will visit a website that will also allow you to view some pictures of the Korean War that Tony Aragon served in.

**Tony Aragon—Korean War**  
<https://bit.ly/2NwUiYv>



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

### **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.

### **Key Ideas and Details**

CCSS.ELA-LITERACY.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### **Craft and Structure:**

CCSS.ELA-LITERACY.RL.8.6

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### **Text Types and Purposes:**

CCSS.ELA-LITERACY.W.8.1.a

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1b

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.c

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.d

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.e

- Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.3.a

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.8.3.b

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.c

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts



CCSS.ELA-LITERACY.W.8.3.d

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.e

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.W.8.7

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.W.8.8

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.8.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.a

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.b

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.c

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.d

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.



**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**  
**Social Studies Standards (2018) Grade 8**

**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.

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).

SS8.2.3

Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).

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.

Rationale

Students need to understand their historical roots and how past events shape the past, present, and may shape the future. Students must know what life was like in the past to comprehend how



things change and develop over time. Students gain historical understanding through inquiry, of history by and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

#### SS8.4.1

Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War, impacts of Manifest Destiny, aftermath of French and Indian War, and progression of Indian Removal Act).

#### 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 institutions (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).

#### SS8.4.5

Identify relevant primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources for research.

Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional storytelling.

### **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.

#### Rationale

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.



Spatial

SS8.5.1

Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.

SS8.5.4.a

Analyze how cultural practices continue to influence how Indigenous Tribes of Wyoming interact with the environment.

### **Content Standard 6 - Technology, Literacy, and Global Connections**

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.\*

SS8.6.1

Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS8.6.2

Distinguish among fact, opinion, and reasoned judgment in a text.

SS8.6.3

Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).

SS8.6.4

Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.





## **Wyoming State Language Arts Standards (2012) Grade 8**

### Reading Standards for Literature

#### Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### Craft and Structure

1. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.



3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
4. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Speaking & Listening

#### Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.