



Module #3

WHO ARE THE EASTERN SHOSHONE PEOPLE?

(8th grade - Short Lesson plan)

LESSON PLAN DEVELOPED BY: Lynette St. Clair, Eastern Shoshone

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.W.8-3 - Text types and Purposes
- CCSS.ELA-LITERACY.W.8-3.A - 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.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
- CCSS.ELA-LITERACY.SL.8-3 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8-4 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8
(see Standard Definitions at end of Lesson)

WY Standards 2: SS8.2.1, 8.2.2, 8.2.4
WY Standards 4: SS8.4.4, SS8.4.4.a

Wyoming Language Arts Standards (2012) – Grade 8
Writing
Speaking & Listening
Presentation of Knowledge & Ideas

DURATION: 45:00



MATERIALS REQUIRED:

“Who Are the Shoshone?” worksheet

Colored highlighters

Chromebook, iPad, or computer

Google Map at <https://www.google.com/maps/@43.3067584,-109.3743359,9z> (attached to lesson plan)

Eastern Shoshone website at <http://easternshoshone.org/>

Northern Arapaho website at <http://www.northernarapaho.com/>

KEY VOCABULARY:

Culture –

Artifact –

Treaty –

Clan –

DESCRIPTOR:

This activity will focus on several locations throughout the Wind River Reservation that are occupied by the Shoshone. Using the map, have students locate points on the reservation that were discussed in the video module. After these points have been located. Discuss the other names that can be associated with a tribe of that general area (Shoshone, Arapaho, Crow, etc.).

LEARNING OBJECTIVES:

Students will acquire knowledge of the Wind River Reservation communities and be able to identify these locations on a map.

LESSON INTRODUCTION:

The 1800’s proved to be a tumultuous time for Indians across North America. Many tribes were forcibly removed from their homelands, opening up their lands for settlement by white emigrants. Knowing that the encroachment of the white man was inevitable, Chief Washakie agreed to peace and ultimately signed the 1863 Treaty of Fort Bridger to try to enlist the aid of the U.S. in securing and defending a homeland. This treaty defined Shoshone country as lands to the west of the Wind River Mountains. Five years later, when Washakie signed the 1868 Treaty of Fort Bridger, he successfully claimed the Wind River Reservation for the Eastern Shoshones. Today, the reservation is shared by the Eastern Shoshone and Northern Arapaho and has since been renamed as the Wind River Indian Reservation. Each tribe lives freely in the areas of their own choice, but there are still locations throughout the reservation where tribal members prefer



to stake out their own homesteads. These locations are noted to be communities where each tribe predominately reside and includes:

Shoshone Community

Fort Washakie
Hot Springs
Boulder Flat
Sage Creek
Diversion Dam
Trout Creek
Bull Lake area

Arapaho Community

Ethete
Mill Creek
17 Mile
Arapahoe
Lower Arapahoe
St. Stephens
Beaver Dam

STEP BY STEP PROCEDURE:

Step 1: Students will watch the video “Who are the Eastern Shoshone?” <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 2: Locate the map of the Wind River Indian Reservation.

Step 3: Use the map to locate the lands established by the 1863 treaty. Label using a colored highlighter. With a different colored highlighter, outline the area which the 1868 treaty established.

Step 4: After students have identified the historical boundaries established by the treaties, discuss the basic history as told in the video and describe the types of services that can be found on the reservation (examples, post office, tribal enterprises, etc.). Students will need to use the computer to research these places.

Step 5: Use a highlighter to locate and label the area that represents each tribal community as described above by the tribal affiliation.

Step 6: Students should complete the “Who Are the Shoshone” worksheet on their own, then share answers in a group setting.

REVIEW:

Students may write an essay based on the following questions:

1. Describe how your life would be different if you lived in a Shoshone community.
2. Where would you live?
3. What would you consider to be your best attribute?
4. What would you consider to be a challenge?



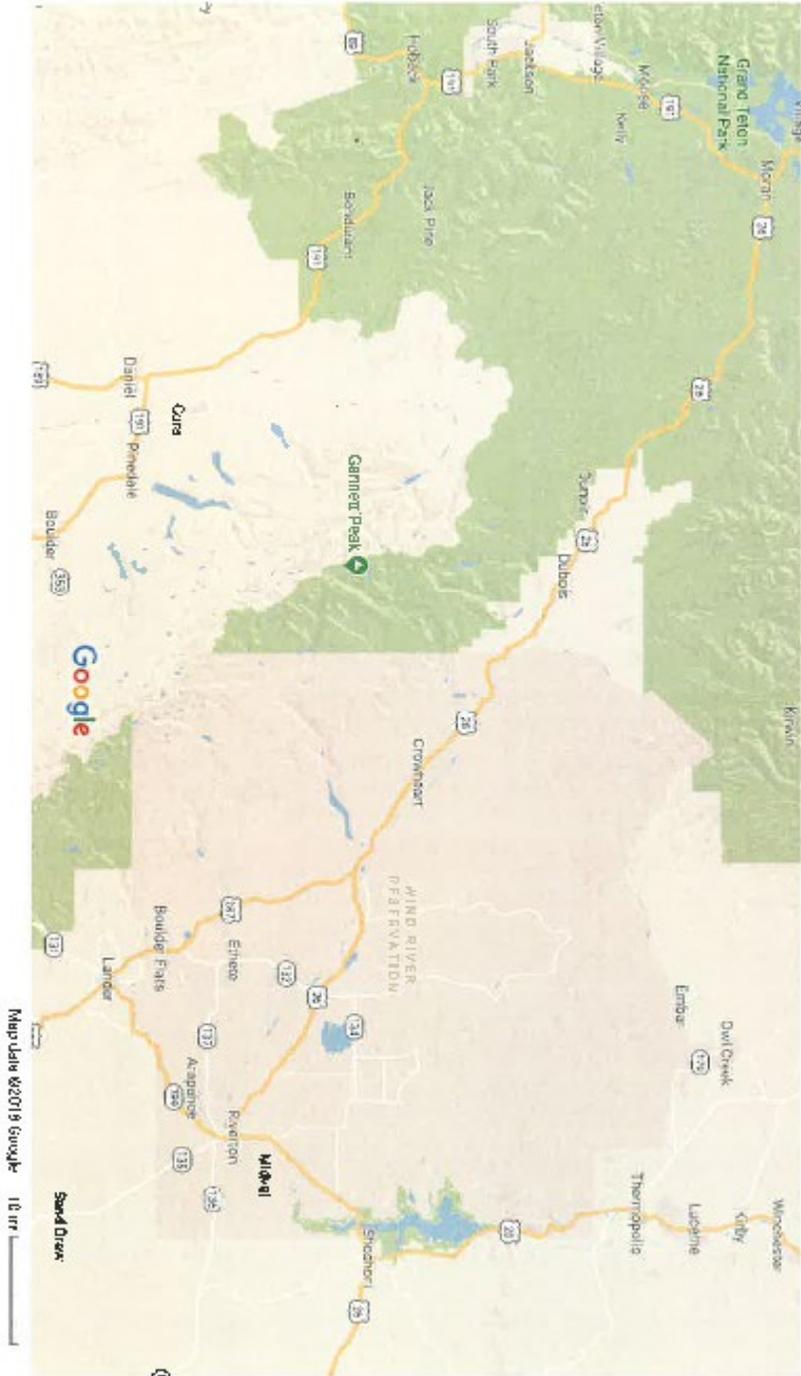
EVAULATION:

1. Students will correctly identify 7 of the 14 locations on the Wind River Reservation map.
2. When asked, students will be able to explain the two distinct culture groups on the Wind River Reservation.
3. The response from their written essay will demonstrate their ability to understand how the Shoshone people meet human needs through interactions with other cultures.

ADDITIONAL RESOURCES FOR TEACHERS:

"Chief Washakie of the Shoshone - A Photographic Essay" by Henry E. Stamm, IV, Ph.D at <http://jacksonholehistory.org/chief-washakie-of-the-shoshone-a-photographic-essay-by-henry-e-stamm-iv-ph-d/>

Shoshone Culture Center, Box #538, Fort Washakie, WY 82514





WHO ARE THE EASTERN SHOSHONE? (Worksheet Answer Sheet)

1. One researcher claims that the Shoshone people have lived in the Great Basin and Central Wyoming region as early as 3500 ^{BP}

True

2. According to Stamm (1996), what demographic shifts occurred for the Shoshonean people?

A. Climate/ecosystems

B. Changes in Cultural Knowledge

3. The Eastern Shoshone are only one from a group of Shoshonean / Uto-Aztecan language speakers. Identify at least two relative tribes that share the Uto-Aztecan language features: **Comanche and Paiute**

4. It was believed that the Shoshone leaders possessed unique qualities that led to a special power. What is the Shoshone name of this power and explain how the leader came into possession of it.

Leaders were believed to possess medicine that would help the people. These special powers, or *puha* (medicine), gave leaders the ability to achieve military and economic success, which resulted in securing authority to influence the direction of social and political actions (Stamm, p. 5).

5. Explain the *leadership* attributes of a Shoshone leader (e.g., courage, humility, etc.).

The attributes of a tribal leader were based on their ability to lead the people in times of conflict and peace. Most leaders were selected for their ability to protect the people as well as their possession of “medicine” or *puha*.

6. How does the current governmental system of the Shoshone’s compare to that of the past? Are they the same?

The present system of government is operated by a group of selected leaders who are voted in office by the tribal membership of voters, 18 years of age or older. However, the general membership, referred to as the General Council, has the ultimate authority in decision making. This is in contrast to the historical process of leadership selection which was based on the leadership qualities of warrior status, spiritual leader, and survival skills.

7. Where does the current tribal government conduct meetings?

At the Shoshone Tribal Complex, located at Fort Washakie, WY.

8. How many Shoshone Council members are elected? ***6**

Extra Credit: *As of FILL IN THE DATE, who are the present tribal council members: *These leaders are subject to change pending election results of the Shoshone Tribal Elections.*



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.

Text types and Purposes:

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 from one time frame or setting to another, and show the relationships among experiences and events.

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

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.

CCSS.ELA-LITERACY.SL.8-3

- 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.

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8-4

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8

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

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.

Social Studies Content Standard 4

Time, Continuity, and Change

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

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).

Wyoming Language Arts State Standards (2012) Grade 8:

Reading Standards for Literature

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.



- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening Standards Grade 8

Comprehension and Collaboration

- 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.
- 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.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 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.
- 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.

Presentation of Knowledge and Ideas

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.