



**Module #3**

**WHO ARE THE EASTERN SHOSHONE PEOPLE?**

**(4<sup>th</sup> 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.RI.4.3 - Key Ideas and Details
  - CCSS.ELA-Literacy.RL.4.9 - Integration of Knowledge and Ideas
  - CCSS.ELA-Literacy.W.4.1 - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.1.a - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.1.b - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.1.c - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.1.d - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.2 - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.2.d - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.2.e - Text Types and Purposes
  - CCSS.ELA-Literacy.W.4.4 - Production and Distribution of Writing
  - CCSS.ELA-Literacy.SL.4.1 - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.1.a - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.1.b - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.1.c - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.1.d - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.2 - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.3 - Comprehension and Collaboration
  - CCSS.ELA-Literacy.SL.4.4 - Presentation of Knowledge and Ideas
  - CCSS.ELA-Literacy.L.4.3 - Knowledge of Language
  - CCSS.ELA-Literacy.L.4.3.a - Knowledge of Language
  - CCSS.ELA-Literacy.L.4.3.b - Knowledge of Language
  - CCSS.ELA-Literacy.L.4.3.c - Knowledge of Language
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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

Wyoming State Social Studies Standards (2018) 3<sup>RD</sup> – 5<sup>TH</sup> Grade  
(see Standard Definitions at end of Lesson)

- SS.5.2.1
- SS5.2.2
- SS5.2.3
- SS5.2.4
- SS5.4.4



Wyoming State Language Arts Standards– 4<sup>th</sup> Grade 2012

**Reading Standards for Literature K–5**

**Integration of Knowledge and Ideas**

Writing:

Production and Distribution of Writing

Speaking and Listening Standards K–5

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Knowledge of Language

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**DURATION:** 1 class period

**MATERIALS REQUIRED:** (Information located in resource section)

“Features of Culture” Worksheet

Television, Chromebook, iPad, or computer to watch video.

Pencil to complete worksheet

**KEY VOCABULARY:**

Culture –

Oral tradition –

Elder –

**DESCRIPTOR:**

The transmission of culture can be expressed in many ways. For indigenous communities, their languages and cultures are synonymous with their identities. For other ethnic groups, their culture may be transmitted through celebrations and/or traditions, or in the way they dress. Regardless, everyone has a culture. This activity will allow students to learn more about the Shoshone culture while exploring their own.

**LEARNING OBJECTIVES:**

Students will be able to further describe how their culture has shaped them.

Students will be able to define the concept of culture.

Students will be able to explain some of the attributes of culture.



## **STEP BY STEP PROCEDURE:**

### **Everyone Has a Culture**

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

**Step 2:** Write the following statements on the board:  
No one is exactly like me.

I have many things in common with the members of my family and community.

Every person in the world needs some of the same things I need.

**Step 3:** Point out to students that people in various groups often look at people in other groups as “different.” Ask students whether they have seen this occur in their school or community. If so, why has it happened?

**Step 4:** Ask students to describe some of these differences. Then ask why people in one group might behave differently from people in another group.

Explain that many differences are related to *culture* -- beliefs and ways of living that are handed down from one generation to the next.

**Step 5:** Working from the statements on the board, explain all people share basic needs, and ask students for several examples (e.g., food, shelter, love, respect). In addition, each of us learns a set of behaviors and beliefs from the people we grow up with. Ask students for examples (e.g., manners we’re taught, the way we celebrate holidays, how we are expected to behave toward neighbors). Finally, each individual has unique talents and preferences. Again, ask students for examples (e.g., I’m good at math, I’m good at dancing, etc.).

Explain that when we talk about behaviors and beliefs that a group of people have in common, we are talking about culture.

**Step 6:** Now have students look at some of the features of culture. Provide each student with a copy of Worksheet #1, *Features of Culture*. Ask students to complete the worksheet by filling in an example for each feature of culture. Work through a few of the features with the students to ensure they understand that they are being objective observers of their own customs.



### *Worksheet #1 - Features of Culture Teacher's Guide*

Materials: Paper and pencils

- Students will be able to further describe how their culture has shaped them.
- Students will be able to define the concept of culture.
- Students will be able to explain some of the attributes of culture.

#### Instructions

Have students form small groups and compare their homework responses to others in their group. After the groups compare their responses, ask:

“Were your responses to the questions alike?”

“What differences did you find among responses?”

“How can you explain the differences?”

Explain to students that their responses to the worksheet questions partially shaped by the culture in which they were raised. Make the point that if these questions were given to students from another culture, their answers would be different because they have grown up in a different culture.

Write the enduring understanding for this lesson on the board: *Everyone has a culture. It shapes how we see the world, ourselves, and others!* Ask students now to address these questions:

- What is culture?
- How does it shape the way we see the world? Ourselves? Others?

Write the word *culture* in bold capital letters across the board. Ask students as a class to come up with a definition.

Students may find it easier to list aspects of culture, than to come up with a full definition. Some words may include:

Culture has to do with values and beliefs.

Culture involves customs and traditions.

Culture is collective, shared by a group.

Everyone has a culture.

Culture is learned.

Culture influences and shapes behavior.

Culture is transmitted from generation to generation.

Culture is often unconscious, people are sometimes not aware of how their behaviors and attitudes have been shaped by their culture.

People in all cultures have common needs.

Use the following questions to focus discussion on the role culture plays in forming our behaviors and beliefs:

- How do you think you learned your culture?
- How do you think your culture has shaped you?
- How has it influenced your values?





*Worksheet #1 - Features of Culture*

Student Name: \_\_\_\_\_

#1. How has culture shaped you as an individual?

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#2. What is your concept of culture?

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#3. What are some attribute of culture?

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(Wait until the teacher asks you these next questions before answering)

#1. What is culture?

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#2. How does it shape the way we see the world? Ourselves? Others?

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Write a short story about a family tradition you celebrate (Hanukah, Christmas, etc.).

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

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

CCSS.ELA-LITERACY.RI.4.3

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

### **Literacy**

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

CCSS.ELA-Literacy.RL.4.9

- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### **Writing:**

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

CCSS.ELA-Literacy.W.4.1

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.a

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1.b

- Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c

- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

CCSS.ELA-Literacy.W.4.1.d

- Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.4.2

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

CCSS.ELA-Literacy.W.4.2.d

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.4.2.e

- Provide a concluding statement or section related to the information or explanation presented.





**Production and Distribution of Writing:**

CCSS.ELA-Literacy.W.4.4

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Speaking & Listening:**

**Comprehension and Collaboration:**

CCSS.ELA-Literacy.SL.4.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1a

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.4.1.b

- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c

- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1.d

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3

- Identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge and Ideas:**

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.



**Language:**

**Conventions of Standard English:**

**Knowledge of Language:**

CCSS.ELA-Literacy.L.4.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3.a

- Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.3.b

- Choose punctuation for effect.

CCSS.ELA-Literacy.L.4.3.c

- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

**Wyoming State Social Studies Standards - 3<sup>rd</sup> - 5<sup>th</sup> Grade (2018)**

**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).

**Social Studies 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 events shape the past, present, and 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 researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS5.4.4

Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

**Wyoming State Language Arts Standards– 4<sup>th</sup> 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.

**Integration of Knowledge and Ideas**

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Writing:**

**Text Types and Purpose**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and

information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

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

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

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.

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

#### Presentation of Knowledge and Ideas



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.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely.
  - b. Choose punctuation for effect.
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).