

“Path of Honor”

Lesson Plan #1

LESSON PLAN DEVELOPED BY: Alberta Oldman

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.W.4.2 - Key Ideas and Details

CCSS.ELA-LITERACY.SL.4.4 - 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, SS5.2.4

Social Studies Content Standard 5 - People, Places, and Environments

SS5.5.1.a, SS5.5.4

Wyoming Language Arts Standards (2012)

Reading

Writing

Speaking & Listening

WY-TOPP Performance Level Descriptors

DURATION OF PLAN:

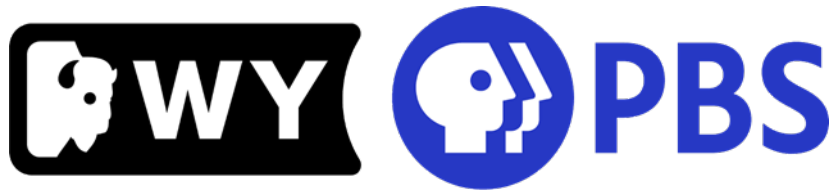
Day 1 Lesson: Video = 8:40+, writing assignment

Day 2 Lesson: finish writing assignment if needed, revise & edit, share out, and locate the Wind River Reservation using a Wyoming map.

<http://windriveredu.org>

or

<https://video.wyomingpbs.org/video/path-of-honor-bg4izv/>



MATERIALS REQUIRED:

Pencil

Paper/Handout (teacher can prep handout with prompt if they prefer)

Map of Wyoming

Whiteboard/dry erase marker OR technology used in classroom for prompt

KEY VOCABULARY:

Warrior-

Custom(s)-

Era-

Beliefs-

Traditions-

Concept-

DESCRIPTOR:

Students will learn about the historical memorial site that was created in 2021 to honor ALL the veterans who lived or have lived on the Wind River Reservation and the reason why it was designed the way it was. They will also be informed about how the two local tribes teach the younger generation about the concept of 'We, not I'. Yes, it is a competitive WORLD we live in but for Natives, we should never lose focus of the teachings of 'We' as we journey through life.

LEARNING OBJECTIVES:

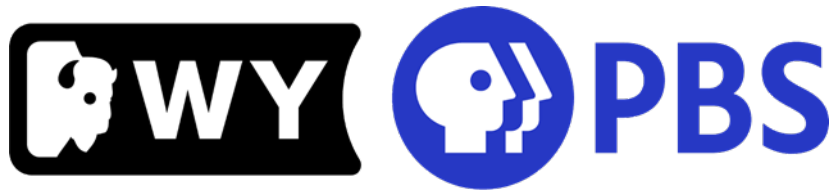
Students will discuss and demonstrate an understanding about the approach taken by the developers when the Veterans park was first being established.

Students will gain an understanding about one of the traditions (We, not I) that is taught to the native youth of the Shoshone and Arapaho Tribes who live on the Wind River Reservation.

Students will approximately locate and identify where the Wind River Reservation is using a Wyoming Map.

LESSON INTRODUCTION:

Ask the students to raise their hand if they have ever visited a veteran's memorial site anywhere in the United States. (Ask for volunteers to share which ones they visited). Tell the students that the lesson for today focuses on a new monument that was created in Fort Washakie, Wyoming in 2021 which honors ALL veterans who reside or have resided within the boundaries of the Wind



River Reservation but this monument is unique. Why? Because the developers took a different approach and wanted to include both the native and non-native veterans that have lived or live on the reservation. They could have included just the Native American Veterans but they didn't. Instead, they believed that any Veteran who served in the armed forces should be included because they all served Our Country and all deserve the same recognition and honor.

STEP BY STEP PROCEDURE:

DAY 1: (40-45 minute class period)

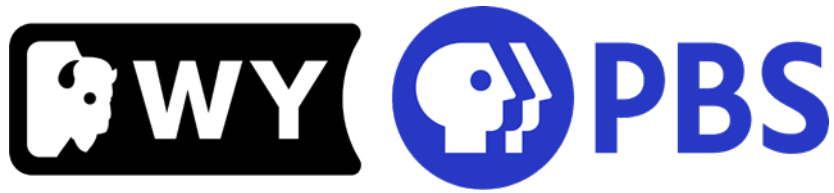
1. Use the 'Lesson Introduction' section above to start class.
2. Write the 5 vocabulary words on a whiteboard or display them on a screen using the technology available. Have the students define each word (definitions should be specific to the lesson topic). After 15-20 minutes, have class discussion on the definitions students wrote down to make sure they used the correct one.
3. Watch the video.
4. After the video is over, tell the students,
In the video, Scott Ratliff mentioned that the native people were serving in the armed forces long before they were U.S. citizens.
(teacher may need to explain to students what the statement means for better understanding)
5. Tell the students that the assignment for this lesson/video will be a writing assignment asking them for their opinion in regards to the statement made by Scott Ratliff. (Teacher can write the prompt on the board or have a handout with the prompt typed on it)
Prompt: In your opinion, should the Native American warriors been serving in the Armed Forces before they became U.S. Citizens?

Day 2: (40-45 minute class period)

1. Allow the students to finish the writing assignment from day 1 if needed. (5-10 min)
2. Have the students get in pairs to proofread each other's writing. Have students give feedback on whether the writing piece needs to be revised and edited. Based on the feedback, allow time for editing. (10-15min)
3. When all students are done, ask for a few volunteers to share their writing and if there are no volunteers, call on students at random. (5 min)
4. Finally, hand out a map of Wyoming and have students locate the Wind River Reservation to gain an understanding of the size and boundaries.

REVIEW:

For closure, have group discussion about what the lessons for the video focused on. To check for further understanding, ask students to share something else from the video that they learned or found interesting.



EVALUATION:
Group Discussions

Use the district writing rubric to assess the writing piece.

Wind River Reservation is approximately identified on the Wyoming map

COMMON CORE STANDARDS ADDRESSED IN LESSON:

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.

WYOMING STATE SOCIAL STUDIES STANDARDS (2018)

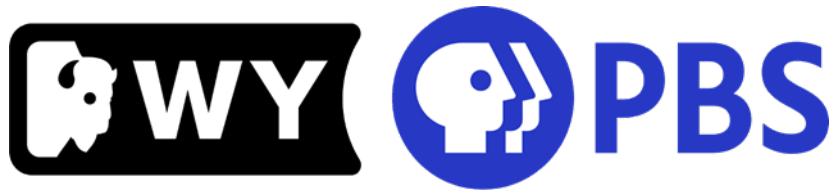
3rd – 5th Grade Correlated to Native American Education Lessons

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)

SS5.2.4 - 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 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.

SS5.5.1.a - Identify boundaries of the Wind River Indian Reservation.

SS5.5.4 - Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).

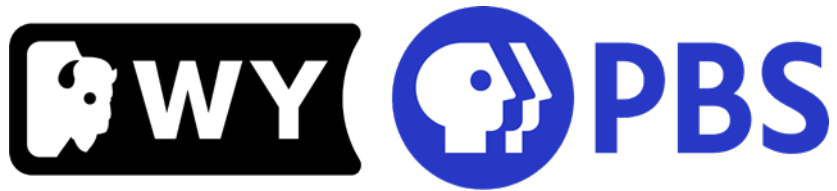
Language Arts – 4th Grade 2012

Reading Standards: Foundational Skills (K–5)

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.



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.)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

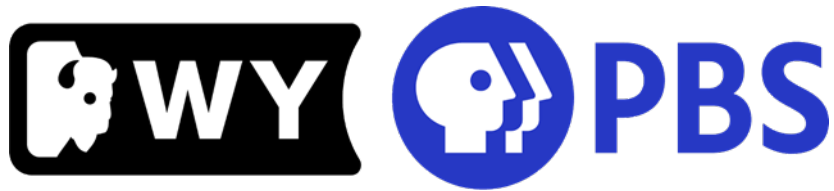
Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - b. Correctly use frequently confused words (e.g., to, too, two; there, their).



2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

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.*

Vocabulary Acquisition and Usage

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Language Arts – 4th Grade WY-TOPP 2018 Performance Level Descriptors

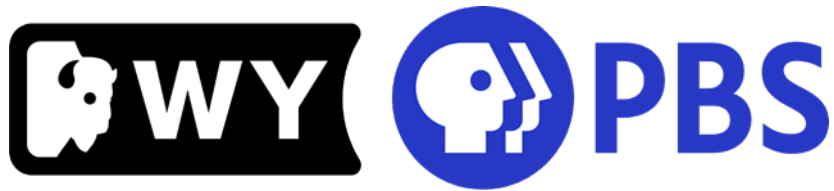
Reporting Category/Strand - Language

Cluster - Language Use

Benchmark: L 4.1.a-g

Below Basic

demonstrates minimal command of the conventions of standard English grammar and usage when writing: • minimally use relative pronouns and relative adverbs. • minimally form and use the progressive verb tenses. • minimally use modal auxiliaries (e.g., can, may, must) to convey various conditions. • minimally order adjectives within sentences according to conventional patterns. • minimally form and use prepositional phrases. • minimally produce complete sentences, recognize and correct inappropriate fragments and run-ons. • minimally use frequently confused words correctly (e.g., to, too, two; there, their).



Basic

demonstrates partial command of the conventions of standard English grammar and usage when writing: • partially using relative pronouns and relative adverbs. • partially forming and using the progressive verb tenses. • partially using modal auxiliaries (e.g., can, may, must) to convey various conditions. • partially orders adjectives within sentences according to conventional patterns. • partially forms and uses prepositional phrases. • partially produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. • partially uses frequently confused words correctly (e.g., to, too, two; there, their).

Proficient

demonstrates command of the conventions of standard English grammar and usage when writing: • using relative pronouns and relative adverbs. • forming and using the progressive verb tenses. • using modal auxiliaries (e.g., can, may, must) to convey various conditions. • orders adjectives within sentences according to conventional patterns. • forms and uses prepositional phrases. • produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. • correctly uses frequently confused words (e.g., to, too, two; there, their).

Advanced

demonstrates strong and consistent command of the conventions of standard English grammar and usage when writing: • consistently using relative pronouns and relative adverbs, forming and using the progressive verb tenses. • consistently using modal auxiliaries (e.g., can, may, must) to convey various conditions. • consistently orders adjectives within sentences according to conventional patterns. • consistently forms and uses complex prepositional phrases. • consistently produces complete sentences with varying complexity, recognizing and correcting inappropriate fragments and run-ons. • strategically uses frequently confused words (e.g., to, too, two; there, their).

Cluster - Language Use

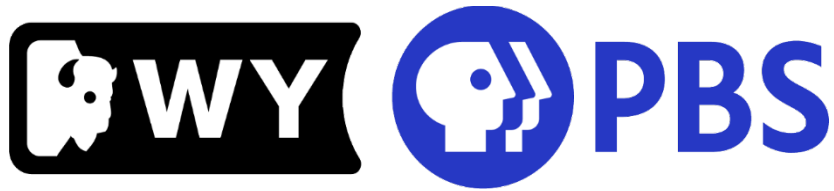
Benchmark: L 4.2 a-d

Below Basic

demonstrate minimal command of the conventions of standard English capitalization, punctuation, and spelling when writing: • seldom use commas and quotation marks to mark direct speech and quotations from a text. • seldom use a comma before a coordinating conjunction in a compound sentence. • seldom spell words correctly, seldom consulting references as needed.

Basic

demonstrates inconsistent command of the conventions of standard English capitalization, punctuation, and spelling when writing: • inconsistently uses commas and quotation marks to mark direct speech and quotations from a text. • inconsistently uses a comma before a coordinating conjunction in a compound sentence. • inconsistently spells words correctly, partially consulting references as needed.



Proficient

demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: • uses commas and quotation marks to mark direct speech and quotations from a text. • uses a comma before a coordinating conjunction in a compound sentence. • spells words correctly, consulting references as needed.

Advanced

demonstrates strong and consistent command of the conventions of standard English capitalization, punctuation, and spelling when writing: • consistently uses commas and quotation marks to mark direct speech and quotations from a text. • consistently uses a comma before a coordinating conjunction in a compound sentence. • consistently spells complex words correctly, consulting references as needed.

Cluster - Language Use

Benchmark: L 4.3 a-c

Below Basic

minimally use knowledge of language and its conventions when writing, speaking, reading, or listening: • minimally choose words and phrases to convey ideas precisely. • seldom choose punctuation for effect. • minimally differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

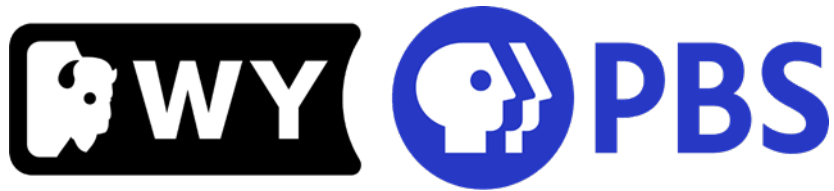
Basic

partially uses knowledge of language and its conventions when writing, speaking, reading, or listening: • inconsistently chooses words and phrases to convey ideas precisely. • inconsistently chooses punctuation for effect. • partially differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Proficient
uses knowledge of language and its conventions when writing, speaking, reading, or listening: • chooses words and phrases to convey ideas precisely. • chooses punctuation for effect. • differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion).

Advanced

uses knowledge of complex language and its conventions when writing, speaking, reading, or listening: • chooses complex words and phrases to convey ideas precisely. • consistently chooses punctuation for effect. • consistently differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).



Cluster - Language Use

Benchmark: L 4.6

Below Basic

minimally use simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic.

Basic

partially uses simple, yet grade appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic.

Proficient

accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic.

Advanced

consistently uses complex, grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic.

Reporting Category/Strand – Writing

Cluster - Write/Revise Brief Texts (Opinion) and Edit/Clarify

Benchmark: W 4.1

Below Basic

respond minimally to the topic raised in the prompt by presenting a vague and brief opinion. • use minimal reasons that support the opinion. • organize response with minimal structure and little transition words that connect reasons to the opinion. • use minimal style for an intended audience. Use minimal word choice. • use few grade-appropriate writing mechanics. Seldom spell common words correctly and minimally use some correct sentences and attempts to use varied sentence types. Minimally use gradeappropriate capitalization, punctuation, and standard English grammar.

Basic

responds partially to the topic raised in the prompt by presenting a limited opinion. • uses relevant reasons with few facts and details that support the opinion. • organizes response with limited structure and some transition words that inconsistently connect reasons to the opinion. • uses limited style for an intended audience. Uses limited/basic word choice. • uses limited grade-appropriate writing mechanics. Inconsistently spells some common words correctly and uses some correct sentences and attempts to use varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar.



Proficient

responds sufficiently to the topic raised in the prompt by presenting an opinion. • uses relevant reasons with facts and details that support the opinion. • presents an organized introduction, body, and conclusion, including use of reasons, details, and transition words that connect reasons to the opinion. • uses grade-appropriate descriptive word choice for an appropriate style and intended audience. • uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Provides a variety of sentence types.

Advanced

responds effectively to the topic raised in the prompt by presenting a clear and focused opinion. • uses relevant reasons with specific facts and details that support the opinion. • presents a logically organized introduction, body, and conclusion by effectively using reasons, details, and transition words that connect reasons to the opinion. • consistently uses precise and descriptive word choice for an intended audience. • uses consistent, grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied sentences.

Cluster - Write/Revise Brief Texts (Informative and Narrative) and Edit/Clarify Not all bullet points are applicable to both genres of writing.

Benchmarks: W 4.2 and W 4.3

Below Basic

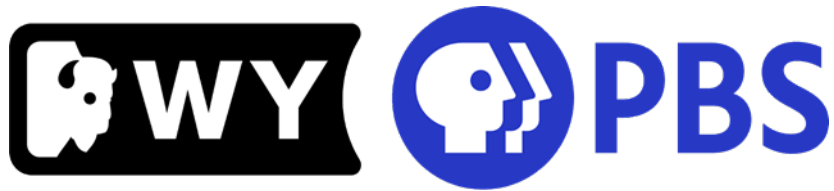
• respond to the prompt by minimally presenting a main idea in response to the topic. • use minimal relevant details that support the topic. • minimally develop an organized structure. Minimally group similar ideas together. • minimally use appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format). • minimally use appropriate style for an intended audience. Minimally use basic/predictable word choice or repetition of simple words and phrases. • use few grade-appropriate writing mechanics. Seldom spells common words correctly and sentences are simple and lack variety. Use few grade-appropriate capitalization, punctuation, and standard English grammar.

Basic

• responds to the prompt by partially presenting a main idea in response to the topic. • uses limited relevant details that support the topic. • develops an organized structure. Groups similar ideas together without a topic sentence. • partially uses appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format). • partially uses appropriate style for an intended audience. Uses basic/predictable word choice or repetition of simple words and phrases. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly and sentences are simple and lack variety. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar.

Proficient

• responds to the prompt by presenting a main idea in response to the topic. • uses relevant details that support the topic. • develops an organized structure. Groups similar ideas together with a topic sentence. • demonstrates use of a writing format that supports the purpose for the writing (e.g., narrative or letter format). • uses appropriate style for an intended audience. Uses



descriptive words or phrases. • uses mostly grade-appropriate capitalization, punctuation, spelling, and grade-appropriate standard English grammar. Mostly uses varied sentences.

Advanced

• develops a clear and focused main idea in response to the topic. • use relevant and descriptive details. • develops an organized structure. Effectively organizes similar ideas together with a topic sentence. • demonstrates use of an effective writing format that supports the purpose for the writing (e.g., narrative or letter format). • consistently uses appropriate style for an intended audience. Uses a variety of descriptive words or phrases. • uses consistent grade-appropriate capitalization, punctuation, spelling, and standard English grammar with few errors. Uses varied sentences.

Cluster - Production and Distribution of Writing

Benchmark: W 4.4-6

Below Basic

produce writing that includes little development, minimal revisions, few collaborative elements, and a vague audience.

Basic

produces writing that includes partial development, limited revision, limited collaborative elements, and an inconsistent audience.

Proficient

produces writing that includes and exhibits development, revision, collaborative elements, a concise purpose, and a clear audience.

Advanced

produces writing that includes effective development, strategic revision, complex collaborative elements, and a targeted audience.

Cluster - Research to Build and Present Knowledge

Benchmark: W 4.7-8

Below Basic

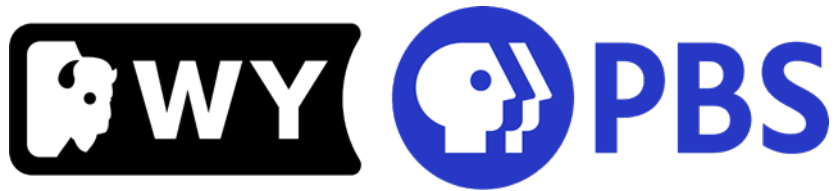
conduct little research and recall minimal information from experiences and sources, provide minimal evidence that is relevant or sorted into the provided categories and draw minimal information from literary or informational texts to support his or her research.

Basic

conducts some research and recalls some information from experiences and sources, providing limited evidence that may be sorted into the relevant provided categories and drawing limited information from literary or informational texts to support his or her research.

Proficient

conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research.



Advanced

conducts research and recalls complex information from experience and sources, effectively organizing relevant evidence in provided categories, and drawing complex information from literary and informational text to support his or her research.