



LIVED HISTORY: THE STORY OF THE WIND RIVER VIRTUAL MUSEUM

Lesson Plan #3 9th – 12th Grade

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

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

9th - 10th Grade:

CCSS.ELA- LITERACY.Literacy.RH.9-10.1 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.9-10.4 - Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.5 - Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.9 - Integration of Knowledge and Ideas

11th – 12th Grade:

CCSS.ELA- LITERACY.RH.11-12.1 - Key Ideas and Details

CCSS.ELA-LITERACY.RH.11.12.3 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.9 - Integration of Knowledge and Ideas

WYOMING STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) at the end of 12th Grade

WY Standards 1: 12.1.1.a – 12.1.2 – 12.1.6.a

WY Standards 4: 12.4.1.a – 12.4.4.a – 12.4.5.a

DURATION: Two 50-minute class periods. Day 1 - View Video / Day 2 - Discuss past events to gain understanding of Shoshone history and artifacts.

LESSON OVERVIEW:

In this lesson, students will explore the importance of preserving traditional knowledge and objects.

Museum collections tell a story about the people from whom they were collected.

Students will understand the reason why Native Americans were “studied” by Anthropologists and how many tribal objects, items, and pictures were collected. A better understanding of the people’s long-standing close connection to their surroundings and natural resources will be gained.

MATERIALS REQUIRED:

Lived History, the Story of the Wind River Virtual Museum (Video)

Internet Access / computers



Online access for research

Lesson Plan Worksheets (located at the end of this lesson).

KEY VOCABULARY:

Museum – a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.

Anthropologist – an expert in or student of anthropology

Ethnographer – the scientific description of the customs of individual peoples and cultures.

NAGPRA – Native American Graves Protection R

Repatriation – the return of artifacts or sacred objects to the rightful indigenous groups to whom they belong.

Sacred – connected with God (or the gods) or dedicated to a religious purpose and so deserving veneration: *sacred rites*. Regarded with great respect and reverence by a particular religion, group, or individual: *the Eagle is sacred to many Native American cultures*.

Artifact – an object made by a human being, typically an item of cultural or historical interest:

Episodic – containing or consisting of a series of loosely connected parts or events: *an episodic narrative*.

Male Head Roach - A head dress worn by Native American male dancers that are made of porcupine quills, hair, and other organic materials.

Preservation – the action of preserving something. *Indigenous communities continue to work tirelessly in the preservation of their native languages*.

DESCRIPTOR:

In the video documentary, Lived History-The Story of the Wind River Virtual Museum, the significance and purpose of tribal artifacts is discussed. The history of the items and the role that younger generations play in the preservation of the items is presented.

The attached lessons will help students understand the need for collaboration between states and tribes in the preservation and return of tribal artifacts. Students will develop reasoning and critical thinking skills by examining the policies that were established to protect the integrity of sacred sites and come away with a new perspective of the way in which customs and traditions play a significant role in tribal life.



LEARNING OBJECTIVES:

1. Analyze the beliefs, values, and assumptions about the Shoshone people that guide behavior and are shared by members of the tribe. Discuss the customs, language, and material artifacts that are presented in the documentary that discuss the uses and significance.
2. Name three objects identified in the Lived History video and gain an understanding of their uses and cultural significance.
3. Identify some of the resources used to make traditional items and locate areas in which these resources are found.

TEACHER PREPARATION RESOURCES:

Teachers should view the documentary then read over the entire lesson plan and attachments to understand how Native American items were acquired and the purpose behind many collections, both private and public. This lesson will two class periods to complete but may take longer so teachers should plan accordingly.

STEP BY STEP PROCEDURE:

Day One

Watch video *Lived History: The Story of the Wind River Virtual Museum* at either <https://wyoming.pbslearningmedia.org/collection/wind-river-virtual-museum/> or <http://windriveredu.org/wpw.html>

The video viewing time should be divided into two parts, so as to allow time for question-and-answer session. Students should be allowed to take notes during the viewing.

After the documentary has been viewed, follow up with these questions:

1. Ask students, “Think about your heritage/culture. Who are your grandparents?”
Think, Pair, Share
Group share- ask students to volunteer/share their family heritage.
2. Now ask the student, “What is an heirloom?”
Group share, everyone writes consensus of a definition.
Students share in groups what they wrote and take notes from others. Students look up word and compare definitions.
3. As a take-home project, students should access the Worksheet #3, “How Culture Defines Me.”
Have students visit with their parents, grandparents, and other family members about items presented on this sheet. Students should return to class prepared to discuss the cultural aspects of who they are.

Writing Activity:

1. Silent writing activity: Students write what their personal definition of an heirloom and how these items are handed down from family or ancestors.
2. Share writing activity with group, discussing a personal story about something they were given by their family. What is the heirloom/object? How many generations has this item been in their family? What are future plans for this heirloom?
3. If allowed, students should be given the opportunity to bring a picture of the item in to share with the group.

Writing prompt:

1. Identify what an heirloom is and compare that to how the objects in the video were acquired.
2. Students should compare/contrast the difference between a Native American artifact and an heirloom. Students will write about:
 - a. How some of the tribal artifacts were acquired? Some private collections bought items from grave-robbers and other individuals with no legal right to these objects.
 - b. Why did the Anthropologists study the Native Americans?
 - c. Why were Native Americans photographed and recorded?

Personal Reflection writing prompt:

Some Native American tribes are fighting for these objects/items to be returned (repatriated) to their tribes. Do you think the items on display in museums should be returned to the tribes to which they belong? What rights do the tribes have in regard to requesting items be returned? Guide students with regard to this final question to the NAGPRA site [located in the resource section].

Teacher Preparation:

Over the past century, Native American ownership of items has been brought into question. For example, the federal government passed legislation in 1979 regulating prospective discoveries of tribal remains and artifacts. This legislation required that Native American tribes be notified and disagree, if applicable, to object excavation. Subsequent congressional law passed in 1989, which is titled the Museum for the American Indian Act that directs the Smithsonian to inventory human remains and sacred objects. Further, this Act requires compliance with any legitimate requests for repatriation of an artifact. Then, in November of 1990, a significant policy was enacted to extend the rights of Native Americans in respect to post-enactment excavations of cultural items on federal and tribal lands. This statute is titled the Native American Graves Protection and Repatriation Act (NAGPRA). [See National Parks Service FAQ on NAGPRA in the resource section.]

Day Two

Students will begin by reviewing their writing from the Day One activities. During this class, they will discuss the difference between items being handed down from family members to



descendants as opposed to artifacts being acquired from private collections for display in museums.

Student Activity: *The Value of Voices of the Past*

The tribal elders from the Shoshone and Arapaho Tribal community are present in the video. They share their perspectives and insight on the items identified at the Field Museum in Chicago. Using Worksheet #2, identify and label each item listed and describe their uses based on the elders' statements.

Listen to oral history recordings to hear the voices of ancestors from your community. What do you have in common with these individuals? How have their actions and ideas impacted life today?

EVALUATION:

Assess the students' understanding through participation in discussion and activities.

Evaluate the students' comprehension of the lesson through the question-and-answer sheets provided.

Team building and consensus will be demonstrated through collaboration of students in working groups.

Students will demonstrate a thorough understanding of cultural preservation and be able to identify the function of the objects within the video and its original context;

Students will be able to compare and contrast the way communities around the world engage with their elders; and

Analyze the physical and emotional impact of the artifacts and items presented within. Using technology, students will demonstrate an understanding of group dynamics through the collaboration process. Students will also utilize critical thinking skills by working in groups to develop final group projects as assigned.

For an additional opportunity to explore the diversity of indigenous peoples, students can go to the Infinity of Nations Culture Quest and explore different cultures. Collect all ten badges to become an Infinity of Nations Culture Quest Leader. [See Infinity Culture Quest link in resources section]

RESOURCES:

Lived History, the Story of the Wind River Virtual Museum (Video, 30:00)



Worksheets #1 - 2

Infinity of Nations

Smithsonian National Museum of the American Indian

<http://nmai.si.edu/exhibitions/infinityofnations>

“The Native American Graves Protection and Repatriation Act” National Park Service, U.S. Department of the Interior <https://www.nps.gov/nagpra/>

Key Vocabulary:

Culture - Visible Culture –

Invisible Aspects of Culture –

Stereotypes –

Bias – Point of View –

Basic Needs –

Everyone has a culture. It shapes the way in which we perceive ourselves, the world, and others around us.

Writing Exercise

How does culture shape the way we see ourselves, the world, and others?

How does my culture shape me?

Why is it important to understand culture?

Worksheet #2 - These items were featured in the documentary. Describe the uses of the following objects and compare these objects to contemporary items that have similar uses.



Parfleche Carrier:



Custom Head Roach with porcupine hair:



Child's Cradleboard:



COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th – 10th Grade

Key Ideas and Details:

CCSS.ELA- LITERACY Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure:

CCSS.ELA- LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA- LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

11th – 12th Grade:

Key Ideas and Details:

CCSS.ELA- LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11.12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WYOMING STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) at the end of 12th Grade

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

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

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority,

and governance, which should be applied to the rights and responsibilities of good citizenship. W.S.21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

SS12.2.1.a Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., inter-generational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events).

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.

SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.

SS12.2.2.a Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language).

SS12.2.3 Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming’s history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).