



Module 3

WHO ARE THE EASTERN SHOSHONE PEOPLE?

Lesson Plan #7

Grades: 9th grade to 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.RH.9-10.1 – Key Ideas and Details

CCSS.ELA- LITERACY.RH.9-10.4 – 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.11-12.7 – Integration of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

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

(see Standard Definitions at end of Lesson)

WY Standards 2: 12.2.1.a

DURATION:

Video = 8:24 / Two 50 minute class periods

MATERIALS REQUIRED:

Timeline of events related to bison sheet, one for a pair of students

Use of Bison information (See suggestions)

Internet access for student conducted research, one for the teacher or one per small group

Computer with smart board or projection screen

“Artifacts Indicate Prehistoric People Visited Glaciers,” Wyoming Public Media

<http://wyomingpublicmedia.org/post/artifacts-indicate-prehistoric-people-visited-glaciers>

“Time Line of the American Bison,” U.S. Fish & Wildlife Service

<https://www.fws.gov/bisonrange/timeline.htm>

“Wild bison return to the Wind River Reservation after 131-year absence,” Casper Star Tribune



http://trib.com/news/state-and-regional/wild-bison-return-to-wind-river-reservation-after--year/article_12411cf3-757f-5f97-ad1d-59e5e03e162a.html

“Shoshone Buffalo Return – Our Wyoming” (6 minutes)

<https://wyoming.pbslearningmedia.org/collection/shosone-buffalo-return/>

News article titled “Farm bill spending pits Yellowstone bison against Montana beef” accessed on America Aljazeera, by Nate Schweber, on Feb. 2014. <http://alj.am/1gh5IDP>

KEY VOCABULARY:

Bison / Buffalo –

Cultural Significance –

Repopulation –

Brucellosis -

DESCRIPTOR:

The American Bison, or Buffalo as preferred by most tribes, has a significant existence among the Native American people. For thousands of years, the great American Buffalo roamed the Great Plains, migrating from north to south, searching for areas on which to thrive. The Shoshone people depended on the buffalo for many things that included food, clothing, and shelter. Every part of the buffalo was used and provided for the people. This lesson will show students from very diverse backgrounds how the Shoshone people lived prior to western expansion. The unique, cultural significance of the buffalo will be explored giving the students an authentic learning experience.

Students will understand how bison populations were devastated by western expansion. They will also learn how to apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

LEARNING OBJECTIVES:

Students will understand the diversity among the Wyoming tribes and the difference in language, cultures, and histories. Each tribe has a distinct and unique cultural heritage that contributes to present day Wyoming. Despite differences in cultures, each tribe can find common ground in many areas, including the restoration of the bison to the Wind River Reservation. This lesson will allow students an opportunity to learn specific information about the Shoshone people and the relationship with the buffalo (bison) in the Wyoming region for more than 10,000 years. In addition, more artifacts are being discovered that redefines the history of Wyoming and validates that the presence of Bison in this area.

LESSON INTRODUCTION:

After viewing the video series, students will conduct their own research to acquire more information on the Eastern Shoshone Tribe. This lesson will focus specifically on the Bison of



the Wind River Reservation, and the cultural and spiritual significance the Bison has to the Shoshone people.

This lesson will also discuss historical events regarding the bison populations in Yellowstone and how their presence remains an embroiled issue among ranchers and tribes in Montana and Wyoming. Students will research and evaluate perspectives among the ranchers, park officials, and tribes.

Create a worksheet from the timeline of information provided by the National Bison Society, which can be accessed at <https://www.fws.gov/bisonrange/timeline.htm>.

Day 1

1. Working individually, have students list events on a timeline that shows the dates as demonstrated on the timeline located in the resource section of this lesson.
2. Once students have most or all of the events plotted on their timeline, have them revisit the question: *What could have caused the bison population to change to drastically over the 300 year span.* Have students look for events that coincide with major drops in population. Have them decide in small groups, which factors seem to have the biggest effects. Have students determine their top three (3) reasons. They will need to make a poster that supports and defends their claims which they will present to the class in a 3-5 minute presentation.

Day 2

1. Ask students how the two tribes on the Wind River Reservation used bison. Compare historical uses to those of a present day setting. Have students write their answers in their journals. When they are done, have them share their answers with their group. Students can add additional ideas to their original lists.
2. After students have had time to complete their journal writing, have them share out with the class.
3. When the class is done discussing their ideas on the uses of bison, provide materials that list the uses of the bison. A great resource is located at the end of this lesson. This website provides a list and a diagram that can be downloaded and shared. You will also learn how each part of the Bison is used – something that all Native American Tribes take care in doing. Nothing is wasted; every part of the Bison is used. It also provides several hunting techniques. This is not tribal specific, however, but focuses on the Northern Plains Indians. You can also find information related specifically to the return of the Bison to the Shoshone Tribe in November, 2016 at http://trib.com/news/state-and-regional/wild-bison-return-to-wind-river-reservation-after--year/article_12411cf3-757f-5f97-ad1d-59e5e03e162a.html and at <https://video.wyomingpbs.org/video/shoshone-buffalo-return-xykg9d/>
4. Explain that many Great Plains Indian tribes, including the Eastern Shoshone and Northern Arapaho, migrated constantly, following wild game and the bison herds. They relied heavily upon the bison for subsistence – food, shelter, clothing, weapons, and ceremonies.

5. Investigate: Have students compare and contrast the traditional diets of the Eastern Shoshone. Explain that the food that was available was specific to the location of the tribe. Students will be able to research the various clans and the purpose behind their clan names. Historically, the Shoshone people were named by the food source they hunted or their status within the tribe. More information on the clan system can be found at <http://jacksonholehistory.org/native-american-history/>.
6. Once students have compiled lists of the traditional foods eaten by the tribe, they should have the opportunity to share their information with the rest of the class.
7. After students have compared the lists of traditional foods of each tribe, ask the question: *What do you think happened to the Shoshone's way of life when the bison disappeared?*
8. Have students write their ideas in their journals. Allow 3 minutes for students to formulate their ideas and have them share with their elbow partner. After a few minutes, have them share with the larger group.
9. Read the articles titled "Farm bill spending pits Yellowstone bison against Montana beef."
10. After reading the article, ask students to share their thoughts about the perspectives presented by those from different agencies (i.e., State officials, tribal officials, etc.).

REVIEW:

1. Have the students located sources of information for this unit? If so, where were they located?
2. Based on the information presented, have the students developed an understanding of how Bison (Buffalo) are a significant source of sustenance for the Shoshone?
3. After this lesson, have the students developed an understanding of the clan system? If they were to name a clan that they came from, how would the student identify themselves?

EVALUATION:

Assessment will be based upon the following performance tasks by each student:

1. Construct a bison population timeline from provided data. Compare/contrast and analyze the graph with a typical population graph.
2. Based on provided information, determine some of the reasons for the loss of the bison population and its effect on the Shoshone people who depended upon the animal. Present to the class the top three reasons for the decimation of the bison population.



3. Use internet resources to research the traditional diets of specific Shoshone clans. For example, the Gweechun dickuh (Buffalo eaters) subsisted on the Bison. Additional resources can be found at the end of this Lesson Plan under “Additional resources”.
4. Our history is not told from the Native American perspective. By discussing the importance of open dialogue students will learn the truth about the good and bad actions of past leaders and learn from those actions. Students may seek a better understanding by looking at each of the video modules.

ADDITIONAL RESOURCES:

Teacher Planning/Preparation:

Download and print the information about bison at www.trailtribes.org.

Access Article titled “Farm bill spending pits Yellowstone bison against Montana beef” at <http://alj.am/1gh5IDP>

REFERENCES:

Bison: A Plains Supermarket. Retrieve information at <http://www.nebraskastudies.org/1500-1799/emergence-of-historic-tribes/bison-a-plains-supermarket/>

Grom, J. and Windell, C.D., (2016). *Where have all the bison gone?* Used with permission from *Montana Office of Public Instruction*.

Access information specifically about the Eastern Shoshone Tribe at Jackson Hole Historical Society Museum website at <http://jacksonholehistory.org>.

Worksheet timeline template can be found at <http://fws.gov/bisonrange/timeline.htm> .



COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th / 10th Grade

Key Ideas and Details:

CCSS.ELA- 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.

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.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

9th – 12th Grade Social Studies (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.



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., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events).