



**Module #6
Lesson Plan #10
9th – 12th Grade**

PRESERVING THE WAYS

(Short Plan)

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

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

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(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

CCSS.ELA- LITERACY.RH.11-12.9 – 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: 12.2.1a., - 12.2.2a,

DURATION: 2 class periods

MATERIALS REQUIRED: (Information located in resource section)

Book Review *Coyote Steals Fire* Worksheet

Coyote Steals Fire – A Shoshone Tale retold and Illustrated by the Northwestern Band of the Shoshone Nation. Utah State University Press, Logan Utah. ISBN 0-87421-618-4 (pbk. : alk. paper)

Chromebook, iPad, or computer

Pencil



KEY VOCABULARY:

Culture –

Oral tradition –

Clan –

Elder –

DESCRIPTOR:

For many Native American tribes throughout the United States, the history of their tribes have been handed down through oral traditions. Tribal stories associate situations in life that often carry a message or lesson that can be used to help people resolve issues or gain valuable knowledge. Like any other community, the Eastern Shoshone people have retained their traditional stories and continue to pass that knowledge down to younger generations from the elders.

This lesson will introduce students to the diverse native communities throughout the United States. Although tribal societies have their own stories specific to their region/tribe, they all share the common thread of indigenous perspectives in regards to lessons in life through oral tradition. Students will learn how the teachings of their elders provide valuable concepts of life that can only be learned through shared experiences. Regardless of your ethnic background, we can all agree that our older generations have lived a full life and have knowledge to share for which we must show our gratitude and respect them at all times. The ‘values’ are viewed as the Shoshone Core Belief system and have been reintroduced to the Shoshone people through stories and oral traditions.

LEARNING OBJECTIVES:

1. Students will acquire knowledge of the diverse tribal communities in the United States.
2. Students will discuss the importance of oral history and traditions and how it relates to them.
3. Students will compare the differences between early educational experiences of the Native American and non-native students, using key vocabulary words.
4. Students will examine the importance of generosity that the Shoshone people share with other tribes as well as the non-native community.

LESSON INTRODUCTION:

The Shoshone people come from a larger indigenous community that includes Western Shoshone, Northern Shoshone, Paiute, and Comanche. These relative bands often share and borrow from each other, helping to maintain languages, stories and traditions.



Students will learn about the value of generosity and sharing through the book titled *Coyote Stole Fire* by the Northwestern band of Shoshones. After reading the book, students can discuss the role their grandparents have in their lives. In most tribal communities, storytelling is viewed as the way in which proper moral training is taught and acquired.

In the Shoshone community, families would go to friends or relatives homes and gather in the winter for storytelling. Usually, the grandmother would be the designated storyteller, having the children gather around and listen. These stories were traditionally told in the Shoshone language and only told during the winter months. As this story is told, it demonstrates how everyone can benefit from the generosity of others. Because of the limited language speakers that remain, only children whose families still know the oral stories are able to hear them told in the traditional way. However, thanks to the advances in technology, many students are able to access these stories by going to their community library.

STEP BY STEP PROCEDURE:

Step 1: Watch the video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 2: Watch the video module titled “Preserving the Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 3: Discuss with students the basic history as told in the video and describe the similarities shared by the Shoshone and non-native communities (i.e., tribal enterprises identified in video).

Step 4: Have students share their perspective of Native Americans in general. This can be an open discussion within the class and should not take more than 5 minutes.

Step 5: Present the book titled *Coyote Stole Fire* to the class. Discuss how this is based on a Shoshone story and how traditionally stories are passed down from grandparents to grandchildren.

Step 6: Have students listen to the narration of the book by using the cd located in the back of the book in class.

Step 7: After they’ve listened to the narration of the book, have students write their own thoughts about the story.

Some prompts can be:

- a) Who are the most important characters in this story?
- b) What is this story about? Be detailed.

Step 8: Have students complete a book review worksheet (located in the resource section).



REVIEW:

Students may write an essay based on the following questions:

What childhood story have you heard from an older family member?

Was there a lesson that was taught to you in this story?

What story will you pass down to your children?

EVAULATION:

1. Students will complete the attached worksheet.
2. When asked, students will be able to explain how oral tradition plays an important role in retaining traditions and history.
3. Students will be able to explain why older people are highly respected in the Shoshone community, as well as other tribal communities.
4. The response from their written essay will demonstrate their ability to understand how the people meet human needs through interactions with other cultures. Students will describe historical interactions between the Shoshone Tribe and other ‘relative’ tribes identified in the lesson objective of this lesson.

RESOURCES FOR TEACHERS:

Wyoming PBS video module titled “Preserving the Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Wyoming PBS video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Coyote Steals Fire – A Shoshone Tale retold and Illustrated by the Northwestern Band of the Shoshone Nation. Utah State University Press, Logan Utah. ISBN 0-87421-618-4 (pbk. : alk. paper)

Book Review “Coyote Steals Fire” Worksheet



WORKSHEET 1 – BOOK REVIEW OF COYOTE STEALS FIRE

Name: _____

Your review should start with an introduction, followed by a summary of the book. Your own opinion on the story followed by an ending will conclude your review.

INTRODUCTION: State the name of the book. Who are the authors and when was it published?

I really liked this book because.....

I did not like this book because

SUMMARY: Briefly outline the main elements of the book (who, what, when, where, why).

ANALYSIS: State what you like and do not like about the book



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.

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 STATE SOCIAL STUDIES 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).

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).