



Module 2

WHO ARE THE PEOPLE OF THE WIND RIVER RESERVATION?

Lesson Plan #6 9th – 12th Grade

LESSON PLAN DEVELOPED BY: Alberta Oldman – Northern Arapaho

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 Skills

11th / 12th Grade

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

CCSS.ELA-LITERACY.R.H.11-12.3 – Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.7 - Integration of Knowledge and Skills

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

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 1: SS12.1.3

WY Standards 2: SS12.2.1 - SS12.2.1.a - SS12.2.2 - SS12.2.2.a - SS12.2.3

WY Standards 4: SS12.4.1 - SS12.4.1.a - SS12.4.4 - SS12.4.4.a - SS12.4.5

WY Standards 5: SS12.5.1 - SS12.5.1.a - SS12.5.2 - SS12.5.2.a - SS12.5.3 - SS12.5.3a -
SS12.5.4

WY Standards 6: SS12.6.1 - SS12.6.4

DURATION: 4 Days (40 minute class periods)

MATERIALS REQUIRED:

****IMPORTANT:** The video is now located in the ‘YouTube’ app and if your school blocks ‘YouTube’, you may need to get with your IT person and ask for permission to the website that has all video modules.

Pencil and Paper

Module 2 Sites Handouts

Video Question and Answer sheet (attached)



Fort Laramie Treaty of 1851

<https://www.ndstudies.gov/gr8/content/unit-iii-waves-development-1861-1920/lesson-4-alliances-and-conflicts/topic-2-sitting-bulls-people/section-3-treaties-fort-laramie-1851-1868>

<https://www.tutor2u.net/history/reference/the-fort-laramie-treaty-1851>

Fort

Bridger Treaty of 1868

<https://www.wyohistory.org/encyclopedia/coming-wind-river-eastern-shoshone-treaties-1863-and-1868>

<http://www2.sbtribes.com/fort-bridger-treaty/>

Great Sioux Reservation, Treaty of 1868 Map

<http://ndstudies.gov/gr8/sites/default/files/zoomImages/Unit3Lesson4Topic2/Maps/1868-Treaty-map-optimized.jpg>

KEY VOCABULARY:

Heritage-

Treaty-

Reservation-

Solidified-

Resilience-

Pristine-

Stewards-

DESCRIPTOR:

In this lesson, students will view a video that contains information about the treaty that established the Wind River Reservation and the two tribes that inhabit it, the Northern Arapaho and Eastern Shoshone. After viewing the video and completing the worksheet, a field trip to one of the sites mentioned in the video (if possible depending on location of school), students will select a topic of interest to research for the three paragraph writing assignment and presentation.

LEARNING OBJECTIVES:

Students will demonstrate an understanding about the 1868 Fort Bridger Treaty that established the Wind River Reservation boundaries for the Northern Arapaho and Eastern Shoshone Tribes through a three paragraph writing assignment and presentation using the adopted writing and listening/speaking rubrics.



LESSON INTRODUCTION:

Teacher: Ask, *Who knows the definition for 'heritage'?* Definition - Something that is handed down from the past, as a tradition. Allow students to respond as a whole group. Once discussion has been completed, write the definition on the whiteboard or use the technology device in the classroom.

Teacher: Tell the students, *we will now list some traditions from our own families to share with others and when we are done we will compare and contrast our class list as a whole group.* Write down responses as students share their traditions. Analyze the similarities and differences of the list created.

Teacher: Say, *Now that we have background information on the vocabulary word 'heritage', we are now going to extend our lesson and learn about the two tribes living here in Wyoming.*

Teacher: Ask: *Can anyone name the two tribes who live in Wyoming?* Share responses as a whole group. (Northern Arapaho and Eastern Shoshone) *Can someone tell me the name of the reservation?* (Wind River Reservation) Wait for a volunteer to share their answer.

Teacher: Say, *We already watched the introduction (video #1) and will now be watching Module 2-Who are the People of the Wind River (Northern Arapaho & Eastern Shoshone). In this short video, we will learn about the historical treaties that are related to the establishment of the Wind River Reservation, why reservations were needed, the natural resources, four sites that have great significance to each tribe, and the importance of higher education yet preserving their ways of life. Remember this is Module 2 of 6. The remainder of the videos will provide us with information about their history, culture, tribal government, and heritage (Preserving the ways).*

Teacher: Say, *Just a reminder, at the end of this unit, you should be able to define 'heritage' and explain why history is important to ALL the people living in the State of Wyoming.*

STEP BY STEP PROCEDURE:

Day 1: Introduction

Note: If Video #1 – “Why Teach Native American History & Culture” has not been shown, teacher should show Video #1 before beginning Module 2.

1. Introduce the lesson using the dialogue above. After the introduction, teacher:
2. Will hand out the ‘Module 2 – Who are the People of the Wind River Reservation Question and Answer Worksheet’ and read aloud the directions.
3. Play video #2 – “Who Are the People of the Wind River Reservation?” (Stress that the students watch and listen to the video)
4. Allow time for students to write the answers to any of the questions on the worksheet (independent work).

5. Replay Video and have students fill in the answers that they could not complete in step 3 (independently). Note: If google classroom is used for classes, insert the link for the video as ‘material’ under the classwork tab or share the link in an email.
6. Gather worksheets to check for understanding of content.
7. As whole group, discuss the questions and answers for the worksheet.
8. Closure: Have students start thinking about and select a topic that they will be researching for the writing project. Note: the topic needs to be specifically tied to any content presented in Module 2.

Day 2: Research

Research Day - Teacher will distribute the 4 Sites handouts (attached) mentioned in Module 2. Students will then research each site individually, gathering information that pertains to the Wind River Reservation and/or either tribe. Inform students that they will need to analyze the validity of the information found with any resource used.

Gather papers to check student progress.

Day 3: Start Writing Project (select topic, brainstorm details, organize material, and write rough draft)

1. Hand back ‘Module 2 – Who are the People of the Wind River Reservation Question and Answer Worksheet’ and ‘Research Day packet’ to students.
2. Have students read their papers and select a topic that is of interest to them to research.
3. After all papers have been handed out, have students state their research topic. Teacher will write down each student’s topic on a sheet of paper.
4. Hand out the writing, speaking & listening, and presentation rubrics that will be used as the assessment tools for the writing project. Review the rubrics with the class.
5. Depending on the adopted writing curriculum for each school, teachers may want to prepare ahead of time a packet that guides the student through the writing process from selection of topic to final draft. If so, hand out the writing packet to students.
6. After topic selection #3 above, have students brainstorm details that will be included in their writing assignment.
7. After brainstorming, have students organize their ideas/information in an outline.
8. Finally, have students start writing their three-paragraph rough draft. If students do not finish, assign rough draft completion as homework.



Day 4: Revise, Edit, and Publish Final Draft

1. Have students revise and edit their rough draft.
2. Next, have a peer revise and edit the rough draft.
3. Discuss revisions and edits with a peer and make necessary changes.
4. Type the final draft and once completed, proofread once more and then share with teacher through Google or email.

Day 5: Presentation Day

(Before presentations, review presentation rubric that will be used as assessment tool)

1. Students will read their writing project in front of the class.
2. Have the audience ask questions and/or provide feedback for the presenter.

EVALUATION:

Use adopted district writing, speaking & listening, and presentation rubrics to assess learning objective.



**Module 2 – Who are the People of the Wind River Reservation?
Question and Answer Worksheet**

Name _____ Date _____

Directions:

- 1. Watch and listen to the video for the first time. Then answer as many questions as you can using complete sentences. (restate the question in your answer)**
- 2. Watch the video for a second time and complete the worksheet. For the key vocabulary, write down the definition of each word.**
- 3. In whole group, discuss the answers to each question to gain an understanding of what the purpose of the video was intended for.**
- 4. Write down any questions/topics at the bottom of this sheet that you would like to know/research more about. (This will be a starting point for the writing assignment)**

KEY VOCABULARY:

Heritage-

Treaty-

Reservation-

Solidified-

Resilience-

Pristine-

Stewards-

What is the name of the treaty that established the Wind River Reservation?

Why was a more permanent solution needed for the Native Americans as more settlers arrived in the West?

In the video, it is mentioned that 80% of the Reservation has natural resources. What are natural resources? List the 3 mentioned in the video.

Four sites are mentioned in the video that have significance to either the Shoshone or Arapaho Tribe. Name each site and where it is located.



Site

Location

1. _____
2. _____
3. _____
4. _____

Today, both tribes are focusing on two aspects for future generations. What are they and what actions are being taken?

In your opinion, why is Native American history important?

What would you like to know more about from the video? Remember, this will be a starting point for the writing assignment.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: MEDICINE WHEEL

NAME _____ **DATE** _____

Directions: For each of the four sites mentioned in Module 2, research each one individually and write down four facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: What tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: BULL LAKE

NAME _____ **DATE** _____

Directions: For each of the four sites mentioned in Module 2, research each one individually and write down four facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: What tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: DINWOODY CANYON

NAME _____ **DATE** _____

Directions: For each of the four sites mentioned in Module 2, research each one individually and write down four facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: What tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: DEVILS TOWER

NAME _____ **DATE** _____

Directions: For each of the four sites mentioned in Module 2, research each one individually and write down four facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: What tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



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.

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.11-12.7

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 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.

SS12.1.3 Analyze the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States and Wyoming Government (tribal, local, state, federal).

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 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.

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 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).

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 past events shape the present, and may shape the 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, and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.

SS12.4.1.a Describe patterns of change (cause and effect) and evaluate how past events impact current realities for Indigenous Tribes of Wyoming (e.g., migration, evolution of tribal leadership, treaties, Powder River Expedition, Red Cloud's War, Great Sioux War, Battle of Little Bighorn, land cessions, and 1905 Shoshone Reservation Congressional Act).

SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.

SS12.4.4.a Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act).

SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

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.



SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.

SS12.5.1.a Use geographic tools and reference materials to compare ancestral locations of Indigenous Tribes of Wyoming to reservations today.

SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.

SS12.5.2.a Analyze how the value placed on physical characteristics and natural resources cause conflict among different groups. (e.g., Black Hills, energy development, Big Horn River Adjudication, Devils Tower/Bear Lodge, and Yellowstone)

SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.

SS12.5.3a Analyze how conflict, demographics, movement, trade, transportation, communication, and technology affect the Indigenous Tribes of Wyoming's sense of place.

SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.*

SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.