



**Module 6**

**PRESERVING THE WAYS – CULTURE & TRADITION**

**Lesson Plan #9  
9<sup>th</sup> – 12<sup>th</sup> Grade**

**LESSON PLAN DEVELOPED BY:** Alberta Oldman – Northern Arapaho

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

**9<sup>th</sup> / 10<sup>th</sup> Grade**

CCSS.ELA-LITERACY.RH.9-10-3 – Key Ideas and Details

CCSS.ELA-LITERACY.RH.9.10.4 - Craft and Structure

CCSS.ELA.LITERACY.RH.9-10.9 - Craft and Structure

**11<sup>TH</sup>/ 12<sup>TH</sup> Grade**

CCSS.ELA.LITERACY.RH.11-12.2 - Key Ideas and Details

CCSS.ELA.LITERACY.RH.11-12.4 - Craft and Structure

CCSS.ELA.LITERACY.RH.11-12.7 - Craft and Structure

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

**Social Studies Standards (2018) at the end of 12<sup>th</sup> Grade**

(See Standard Definition at end of lesson)

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 - SS12.4.4 - SS12.4.5 - SS12.4.5.a

WY Standards 6: SS12.6.1

**DURATION:** 4 Days (40 minute class periods)

**MATERIALS REQUIRED:**

“I AM” poem handout (includes example)

Video #6 Worksheet

Dreamcatcher project - Go to the websites below to determine what size and how detailed you would like for the dreamcatchers to be for this project. Suggestion: make a small dreamcatcher for beginners.

The website provides materials needed, detailed step-by-step instructions and tutorials on how to make dreamcatchers.

How to Make Dreamcatchers

<https://www.pinterest.com/pin/521925044296136630/>



Note: When students are independently working on dreamcatchers, teacher may want to play Native American Indian music from the following website (it consists of a variety of the different types of Native American Indian music)

<http://www.powwows.com/2012/08/03/pow-wow-radio-247-native-american-pow-wow-music/>

Invite a local drum group from the Wind River Reservation to sing and participate in the round dance social gathering (Contact any school on the Reservation and ask to speak with a culture teacher or consultant).

OR

If not possible go to YouTube and type in “Native American Round Dance” (a variety of songs and videos are available to share with students but teacher may need to select one prior to day 3 lesson). One link is provided but there are many videos to choose from. This site was specifically chosen because it shows how the youth are learning their ways and demonstrates what a round dance looks like.

<https://www.youtube.com/watch?v=Yuu5z56gCWY>

**KEY VOCABULARY:**

Preserve -

Unique -

Optimistic -

Resistant -

Identity -

Pride -

Tradition -



### **DESCRIPTOR:**

In this lesson, students will watch video #6 – “Preserving the Ways: Culture & Tradition.” In the previous videos, students were introduced and learned about the establishment of the Wind River Reservation, why Native American History should be taught, the Northern Arapaho Tribe, the Eastern Shoshone Tribe, and tribal government. This next video focuses on the importance of education amongst the two tribes yet realizing the need to stay connected to their culture and traditions. After viewing the video, students will create an arts and craft project (dreamcatcher), write a “I am” poem, and participate in one of many social dances amongst all tribes across the Nation.

### **LEARNING OBJECTIVES:**

Students will demonstrate an understanding about the importance of education and preservation of the language and culture among the Northern Arapaho and Eastern Shoshone Tribe from the past, present, and future through a hands-on project, poem, and participation that will be assessed using the adopted writing and listening/speaking rubrics.

### **LESSON INTRODUCTION:**

Teacher: Say, *“We have been learning about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. We are now at the last video that will teach us about how these two tribes are emphasizing the importance of education but at the same time, how students are realizing their identity plays an important role as they are reaching for their dreams/goals.”*

Teacher: Ask, *“What is the definition for ‘identity’?”* Definition: the fact of being who or what a person or thing is. Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for *identity*, using the think-pair-share method, have students pair up and share the characteristics that make up their own identity. Write the definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share ‘identity’.

Teacher: Say, *“Now that we have a better understanding of the word ‘identity’ and shared your personal identity with a partner, we are now going to watch the video titled ‘Preserving the Ways- Culture and Tradition’. As I mentioned earlier, this video focuses on both education and preserving the ways, but to give you a little more background information, the education part provides us with the history of how education was viewed compared to the present and future of Native American students. It also shows how students are reconnecting with their culture and traditions.”*

Teacher: Say, *“Before I start the video, I would like to inform you ahead time what assignments/activities we will be doing in this lesson. We will be completing a worksheet that accompanies the video, writing an ‘I AM’ poem, making an arts & craft project called a dreamcatcher, and finally, we will be participating in a social dance called a round dance. I will go into more detail as each one approaches.”*

**STEP BY STEP PROCEDURE:****Day 1: Introduction**

Introduce the lesson using the dialogue above. After the introduction, teacher:

1. Will hand out the worksheet for video #6 (attached) and read aloud the directions and questions to the students.
2. Play video #6 for the first time (stress that the students listen to the content presented) and that they will be watching it again a second time to help them complete the worksheet.
3. Allow time for students to answer any of the questions they know the answers to (independent work that will be used for ‘check for understanding’).
4. Play video #6 again (this time have students fill in the worksheet as they hear the answers to the questions they did not complete in step 3).
5. Gather worksheets to check for understanding of content.
6. Closure: Ask students the two main topics that were focused on in the video?

**Day 2: ‘I AM’ Poem**

1. Hand out the “I AM” poem template and example written from a Northern Arapaho Tribal member. (The purpose of the example is to show how Native American Indian students have dreams and goals through education yet they know they will face challenges/obstacles beyond the reservation boundaries.) Read aloud the template and example.
2. Have students start the assignment. If they do not finish, assign as homework and have it completed for the next class period. (At this grade level, students should type the final draft)
3. Closure: To check for understanding, ask students to ‘interpret’ the example of the ‘I AM’ poem that was included with the template. Ask questions like, what was the writer talking about? How do you think they feel if/when they leave the Wind River Reservation? In the video, the speakers talk about education. In your opinion, do you think the topic of education is discussed in homes on the reservation? Why or why not?

**Day 3: Dreamcatcher Arts & Crafts Project**

1. Start the lesson by summarizing what was covered in Day1 and Day 2. Have students get out their “I AM” poems and ask if there are any volunteers who would like to share with the class.
2. Next, tell students that the lesson for today will focus on making an arts & crafts project called a dreamcatcher. For teacher background information on dreamcatchers, visit the following website <http://classroom.synonym.com/indian-dreamcatcher-beliefs-6537.html> Tell students the dreamcatcher is circular in shape because in most Native American Cultures, a circle represents life, there is no beginning and no end. Next, tell the students the purpose of the web, how it catches the bad dreams and allows the good dreams to pass

through. At this point, the teacher can tell students that a possible good dream that may pass through the web for Native American Indian students is the dream of ‘being successful’

3. Tell students that they will now be watching a tutorial on the internet that will show them how to make a dreamcatcher. (prior to class, have website ready to view and materials for project set up in classroom)

<http://classroom.synonym.com/indian-dreamcatcher-beliefs-6537.html>

4. Start project. Assist students as needed. Allow the remainder of the class period to work on dreamcatcher. Leave project at school for first part of day 4 lesson.
5. Closure: To check for understanding, ask students what they learned today about the dreamcatchers in regards to ‘bad’ and ‘good’ dreams.

#### **Day 4: Social Round Dance**

(Invite a Traditional club, Indian club, or Tribal Consultants from the Wind River Reservation for an all school assembly. If this is possible, have guest(s) speak more in depth about some of the topics covered in days 1-3)

Classroom activity (if not possible for an all school assembly):

Prior to class, teacher will need to have computer set up and website ready to view. Background information for teachers can be found at the following site but there are numerous sites that can be researched about the ‘round dance’ if time allows: <http://www.prairieedge.com/tribe-scribe/native-american-music-round-dance/>  
[Native American Round Dance-YouTube](#)

YouTube has several videos that were recorded live and is a valuable resource for any type of Native American dance categories.

1. Briefly review the previous lessons, emphasize on individual dreams/goals related to all levels of education, even Native American Indian students residing on the Wind River Reservation. Be sure to include how the Eastern Shoshone, Northern Arapaho and students from other tribes have to ‘Walk in Two Worlds’ as they strive for their endeavors.
2. Tell students that it is now the last activity for the entire unit about “Why Teach Native American History?” in Wyoming classrooms. Inform them it is called a social round dance.
3. Share with the students what a round dance is and watch the video. Use the links above in this section at the beginning of this lesson.
4. Now that students have been provided the background information to participate in a social round dance, using speakers-play a round dance song from youtube and dance in a circle in the classroom or move to the gym/outdoors.
5. Closure: To wrap-up the entire unit, tell students that they should now know more about ‘WHY’ Native American History should be taught in the classroom but more specifically, how they learned about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. Tell them that all Native American Tribes across



the Nation have the same dreams/goals as non-natives do for their children/students yet they are unique individuals because they continue to remain connected to their 'identity'-Who They Are.

OR

All School Assembly:

1. Present plan and get administration approval. Have assembly in gym and make sure sound system is working.
2. Ask for student volunteers to speak at the assembly who have participated in the day 1-3 lessons. Have them share what they have been learning about in the classroom.
3. Teacher will now follow the steps 3-6 listed above under Classroom activity.

**EVALUATION:**

Note: All the lessons for this video are tied directly to the Social Studies Standards but the lessons may be evaluated by other content areas.

Video #6 Worksheet- Use the answer key provided to determine whether the student scored an 70% or better.

'I AM" poem- Use District adopted Language Arts grading scale or rubric

Dreamcatcher- Suggestion: Use art class rubric (project) or language arts rubric (following directions).

Social Round Dance- Physical Education standards rubric

\*\*Display student work throughout the school or in the classroom.



## Video #6-Preserving the Ways Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

### Directions:

1. Read all questions before you view the video.
2. Watch the video for the first time.
3. Answer the questions below that you can.
4. Watch the video a second time. Complete the worksheet using fill in the blanks or answer each question using complete sentences (restate).
5. In whole group, discuss the answers to each question to gain an understanding of what the purpose of the video was intended for.

### Questions:

1. Over the last \_\_\_\_\_ years, Native Americans have overcome many obstacles in their struggle to survive in a \_\_\_\_\_ world and \_\_\_\_\_ their ways.
2. Why are both tribes working hard to maintain traditions, much of their land, and resources?
3. Today, many media focuses on the crime, drugs, and gangs but according to Sam Dresser, how do the people on the reservation want to live?
4. In the past, why were families hesitant/resilient to share information with their children?
5. In the quest to preserve Native history, who were the invaluable links to past history and culture?
6. How was tribal history passed down to the next generation? \_\_\_\_\_
7. According to Darwin St. Clair, what were the 'teachings' to the youth focused on?
8. Today, what do the younger people on the Wind River Reservation desire?
9. What two topics are being regenerated among both tribes on the Wind River Reservation?
10. According to Marian Scott, 'The Arapaho Language is a \_\_\_\_\_ and it's \_\_\_\_\_'.
10. According to Roberta Engavo, 'The Shoshone Language is like a \_\_\_\_\_. It will \_\_\_\_\_ you across to what you want to know in life'.



11. List 3 things that Native Students have in addition to what they share with non-native students.

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12. What are both tribes trying to do with media?

13. “The educational opportunities have grown \_\_\_\_\_ from past generations.”

14. When students/kids see someone who looks like them in certain positions (a teacher, a lawyer, a doctor, etc), what does it become for them? \_\_\_\_\_





**Video #6 Preserving the Ways  
Worksheet**

ANSWER KEY

1. 150, CHANGING, PRESERVE
2. To preserve their identity for their children and grandchildren.
3. Simple, in peace, keep our culture going and our ceremonial ways.
4. They didn't want to get into trouble.
5. Families, parents, grandparents, aunts, uncles
6. Oral
7. 'Where you came from'
8. To reconnect with our past history
9. Language and culture
10. Gift from the Creator, sacred
11. Bridge, walk
12. Songs, dances, ceremonies
13. Integrate it as a resource
14. Immensely
15. Reality



## “I AM” Poem

### FIRST STANZA

I am (2 special characteristics you have)  
I wonder (something of curiosity)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

### SECOND STANZA

I pretend (something you actually pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that bothers you)  
I cry (something that makes you sad)  
I am (the first line of the poem repeated)

### THIRD STANZA

I understand (something that is true)  
I say (something you believe in)  
I dream (something you dream about)  
I try (something you really make an effort about)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)

“I AM”

I am Northern Arapaho  
I wonder if I will reach my goal  
I hear words of encouragement  
I see my diploma  
I want to be successful  
I am Northern Arapaho

I pretend I am a leader  
I feel determination  
I touch beyond the reservation boundaries  
I worry about the challenges I will encounter  
I cry when I don't reach my full potential  
I am Northern Arapaho

I understand that education is important  
I say “I can do it”  
I dream of being a role model  
I try my best  
I hope my future is bright  
I am Northern Arapaho



## Dreamcatcher Exemplars



Photo source:

[https://www.google.com/search?q=dreamcatcher+pictures&rlz=1C1PRFI\\_enUS810US810&tbn=isch&source=iu&ictx=1&fir=c8HvVVuqvI56sM%253A%252CQBCzyE3K2EJnUM%252C\\_&vet=1&usg=AI4\\_-kRb3kqd12Pft4REODYFyyNSE7WcSA&sa=X&ved=2ahUKEwiOt9OgrPPpAhWiHjQIHVhZAVYQ9QEwB3oECAsQOw&biw=1517&bih=664#imgrc=c8HvVVuqvI56sM:](https://www.google.com/search?q=dreamcatcher+pictures&rlz=1C1PRFI_enUS810US810&tbn=isch&source=iu&ictx=1&fir=c8HvVVuqvI56sM%253A%252CQBCzyE3K2EJnUM%252C_&vet=1&usg=AI4_-kRb3kqd12Pft4REODYFyyNSE7WcSA&sa=X&ved=2ahUKEwiOt9OgrPPpAhWiHjQIHVhZAVYQ9QEwB3oECAsQOw&biw=1517&bih=664#imgrc=c8HvVVuqvI56sM:)



Photo source: <https://www.hobbylobby.com/Home-Decor-Frames/Mirrors-Wall-Decor/Wall-Art/Dreamcatcher-Metal-Wall-Decor/p/80823278>



**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

**9<sup>th</sup> / 10<sup>th</sup> Grade**

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10-3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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.9-10.9

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

**11<sup>TH</sup>/ 12<sup>TH</sup> Grade**

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

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 SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:**

**9<sup>th</sup> – 12<sup>th</sup> 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 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.

SS12.4.4 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 event.

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

SS12.4.5.a Interpret and evaluate historical events with primary and secondary sources, including oral tradition and traditional storytelling of Indigenous Tribes of Wyoming (e.g., traditional drama and theater, song, and dance).

#### **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.