



Wyoming State Social Studies Standards (2018) – 3rd – 5th Grade

Correlated to Native American Education Lessons

Highlighted Standards were updated in 2018

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.

SS5.1.1

Describe the basic rights and responsibilities of citizenship.

SS5.1.2

Understand the basic local, tribal, state, and national political processes (e.g., campaigning and voting).

SS5.1.3

Understand the basic origins of the United States Constitution (e.g., Declaration of Independence)

SS5.1.4

Understand the purpose of the U.S. legal system and that tribal governments have separate legal systems.

SS5.1.5

Understand the purposes of the three branches of government (executive, legislative, and judicial).

SS5.1.5.a.

Understand how the Northern Arapaho and Eastern Shoshone are sovereign nations with their own systems of governance (i.e., each has a General Council and a resolution form of government).



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.

SS.5.2.1

Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).

Module 1 – Lesson Plan 3	Module 2 – Lesson Plan 5 Short 4th Grade	Module 3 – Lesson Plan 5
Module 4 – Lesson Plan 5 Short 4th Grade	Module 6 – Lesson Plan 6	Module 6 – Lesson Plan 7
Module 6 – Lesson Plan 8	Shoshone Parfleche Lesson Plan	

SS5.2.2

Describe, compare and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

Module 2 – Lesson Plan 5 - Short 4th Grade	Module 3 – Lesson Plan 5	Module 4 – Lesson Plan 5 - Short 4th Grade
Module 6 – Lesson Plan 7	Module 6 – Lesson Plan 8	

SS5.2.3

Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

Module 3 – Lesson Plan 5	Module 4 – Lesson Plan 5 - Short 4th Grade	Module 6 – Lesson Plan 6
Module 6 – Lesson Plan 7	Module 6 – Lesson Plan 8	

SS5.2.4

Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).

Module 3 – Lesson Plan 5	Module 4 –Lesson Plan 5 - Short 4th Grade	Module 6 – Lesson Plan 7
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Social Studies Content Standard 3 - Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

Rationale

In a global economy marked by rapid technological, political, and economic change, students will examine how people organize for the production, distribution, and consumption of goods and services.

SS5.3.1

Give examples of needs, wants, goods, services, scarcity, and choice.

SS5.3.2

Identify basic economic concepts (e.g., supply, demand, price, and trade).

SS5.3.3

Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).

SS5.3.4

Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.

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 past, 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, of history by and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.



SS5.4.1

Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).

Module 6 – Lesson Plan 6		
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SS5.4.2

Describe how tools and technology make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or travois to horse- drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands, boiling water prevented spread of disease, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).

SS5.4.3

Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups, including Indigenous Tribes of Wyoming (e.g., energy development, water rights, new technology, and social issues).

Module 1 – Lesson Plan 3		
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SS5.4.4

Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

Module 1 – Lesson Plan 3	Module 2 – Lesson Plan 5 - Short 4th Grade	Module 3 – Lesson Plan 5
Module 6 – Lesson Plan 6	Module 6 – Lesson Plan 7	Module 6 – Lesson Plan 8

SS5.4.5

Identify differences between primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources. Find primary and secondary sources about an historical event (e.g., creation of reservations, Sand Creek Massacre, and creation of national parks). Summarize central ideas in primary and secondary resources.

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.

SS5.5.1

Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.

SS5.5.1.a

Identify boundaries of the Wind River Indian Reservation.

SS5.5.2

Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the reservation, state, nation, or world.

Module 6 – Lesson Plan 6		
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SS5.5.3

Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., Indigenous Tribes of Wyoming and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.

SS5.5.3.a.i

Describe how cultural values of the Indigenous Tribes of Wyoming influence the importance and preservation of place and sacred sites (e.g., Devils Tower/Bear Lodge, Hot Springs State Park, Vedauwoo, Crowheart Butte, Bighorn Medicine Wheel, Estes Park, Yellowstone, Heart Mountain, and Wind River Mountains).

SS5.5.3.a.ii

Describe and identify a variety of place names and their connection to Indigenous Tribes of Wyoming.

SS5.5.4

Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).

Module 6 – Lesson Plan 6		
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SS5.5.4.a

Discuss the ways in which the environment, including climate and seasons, influenced how the Indigenous Tribes of Wyoming adapted to their natural environment (e.g., how they obtained food, clothing, tools, and migration).

Module 6 – Lesson Plan 6	Module 6 – Lesson Plan 7	
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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.*

SS5.6.1

Use various media resources in order to address a question or solve a problem.

SS5.6.2

Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).

Module 4 – Lesson Plan 5		
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SS5.6.3

Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).

SS5.6.4

Identify the difference between primary and secondary sources.