



Wyoming State Social Studies Standards (2018) – 8th 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.

SS8.1.1

Explain the rights, duties, and responsibilities of a United States citizen.

Module 5 – Lesson Plan 3	Native American Veterans – Lesson Plan 1
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SS8.1.1.a

Explain the rights, duties, and responsibilities of being a tribal member on the Wind River Indian Reservation (e.g., inherent rights, treaty obligations, and tribal sovereignty).

Module 2 – Lesson Plan 3	Module 4 – Lesson Plan 6	Module 5 – Lesson Plan 2
Module 5 – Lesson Plan 3	Native American Veterans – Lesson Plan 1	

SS8.1.2

Explain how to participate in the political process. (i.e., tribal, local, state, and national elections).

Module 5 – Lesson Plan 2	Module 5 – Lesson Plan 3
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SS8.1.3

Explain the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States, Wyoming, and tribal government.

Module 1 – Lesson Plan 1	Module 2 – Lesson Plan 1	Module 2 – Lesson Plan 2
Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 Short 8th Grade	Module 3 – Lesson Plan 1
Module 4 – Lesson Plan 6	Module 5 – Lesson Plan 1	Module 6 – Lesson Plan 2
Chief Washakie Video – Lesson Plan 3	Lived History – Lesson Plan 2	

SS8.1.4

Understand the difference between United States civil and criminal legal systems within the federal, state, and tribal levels.

Module 5 – Lesson Plan 3

SS8.1.5

Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).

SS8.1.5.a.

Describe how the U.S. Constitution creates a special relationship with tribal governments (i.e., Plenary Power, Indian Commerce Clause - Article I, Section 8, Clause 3; Supremacy Clause - Article VI, Clause 2; Cherokee Nation v. Georgia).

SS8.1.6

Understand the basic structures of various political systems (e.g., tribal, local, national, and world).

Module 1 – Lesson Plan 1	Module 4 – Lesson Plan 3	Module 5 – Lesson Plan 1
Module 5 – Lesson Plan 2	Module 5 – Lesson Plan 3	

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.

SS8.2.1

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 1 – Lesson Plan 4
Module 3 – Lesson Plan 1	Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3
Module 3 – Lesson Plan 4	Module 4 – Lesson Plan 1	Module 4 – Lesson Plan 3
Module 4 – Lesson Plan 6	Module 6 – Lesson Plan 1	Module 6 – Lesson Plan 2
Module 6 – Lesson Plan 3	Module 6 – Lesson Plan 5	Chief Washakie Video – Lesson Plan 2
Chief Washakie Video – Lesson Plan 3	Miss Indian America – Lesson Plan 1	Lived History – Lesson Plan 1
Lived History – Lesson Plan 2	Shoshone Buffalo Release – Lesson Plan 1	Arapaho Drum – Lesson Plan 1
Shoshone Drum – Lesson Plan 1	Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1

SS8.2.2

Evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to cultural development, understanding, and continuity (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 2 – Lesson Plan 1
Module 2 – Lesson Plan 2	Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 - Short 8th Grade
Module 3 – Lesson Plan 1	Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3
Module 3 – Lesson Plan 4	Module 4 – Lesson Plan 3	Module 6 – Lesson Plan 1
Module 6 – Lesson Plan 2	Module 6 – Lesson Plan 3	Module 6 – Lesson Plan 4
Module 6 – Lesson Plan 5	Chief Washakie Video – Lesson Plan 3	Miss Indian America – Lesson Plan 1
Lived History – Lesson Plan 1	Lived History – Lesson Plan 2	Shoshone Buffalo Release – Lesson Plan 1
Arapaho Drum – Lesson Plan 1	Shoshone Drum – Lesson Plan 1	Native American Veterans – Lesson Plan 2

SS8.2.3

Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 4 – Lesson Plan 6
Module 6 – Lesson Plan 1	Module 6 – Lesson Plan 3	Module 6 – Lesson Plan 4
Module 6 – Lesson Plan 5	Lived History – Lesson Plan 2	Shoshone Drum – Lesson Plan 1
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.2.4

Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 2 – Lesson Plan 1
Module 2 – Lesson Plan 2	Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 - Short 8th Grade
Module 3 – Lesson Plan 1	Module 3 – Lesson Plan 4	Module 4 – Lesson Plan 3
Module 6 – Lesson Plan 1	Module 6 – Lesson Plan 2	Module 6 – Lesson Plan 4
Chief Washakie – Lesson Plan 2	Chief Washakie – Lesson Plan 3	Miss Indian America – Lesson Plan 1
Lived History – Lesson Plan 1	Lived History – Lesson Plan 2	Shoshone Buffalo Release – Lesson Plan 1
Shoshone Drum – Lesson Plan 1	Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1

SS8.2.4.a

Explain the cultural contributions of and interactions between Native Americans and immigrant groups in Wyoming and the United States.

Module 1 – Lesson Plan 1	Module 2 – Lesson Plan 1	Module 2 – Lesson Plan 2
Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 - Short 8th Grade	Module 3 – Lesson Plan 1
Module 4 – Lesson Plan 3	Module 4 – Lesson Plan 6	Module 6 – Lesson Plan 1
Chief Washakie – Lesson Plan 2	Chief Washakie – Lesson Plan 3	Miss Indian America – Lesson Plan 1
Lived History – Lesson Plan 1	Lived History – Lesson Plan 2	Shoshone Buffalo Release – Lesson Plan 12

Shoshone Drum – Lesson Plan 1	Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1
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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.

SS8.3.1

Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).

Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1

SS8.3.2

Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and Mixed economies).

SS8.3.3

Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).

SS8.3.4

Explain or illustrate how money is used by individuals, groups, and financial institutions.

Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1

SS8.3.5

Describe how values and beliefs influence individual, family, and business decisions (microeconomics).

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 2 – Lesson Plan 1
Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 - Short 8th Grade	Module 5 – Lesson Plan 1
Chief Washakie – Lesson Plan 2	Miss Indian America – Lesson Plan 1	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1



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.

SS8.4.1

Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War, impacts of Manifest Destiny, aftermath of French and Indian War, and progression of Indian Removal Act).

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 2 – Lesson Plan 1
Module 2 – Lesson Plan 2	Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 - Short 8th Grade
Chief Washakie – Lesson Plan 1	Miss Indian America – Lesson Plan 1	Lived History – Lesson Plan 1
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.4.2

Describe how tools and technology in different historical periods impacted the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw the world (e.g., impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, and Industrial Revolution technologies).

Module 4 – Lesson Plan 6	Lived History – Lesson Plan 1
Lived History – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1

SS8.4.3

Analyze the way current events; affect all people, including Indigenous Tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 3 – Lesson Plan 1
Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3	Module 4 – Lesson Plan 3
Module 4 – Lesson Plan 6	Module 6 – Lesson Plan 2	Chief Washakie – Lesson Plan 3

Miss Indian America – Lesson Plan 1	Lived History – Lesson Plan 1	Lived History – Lesson Plan 2
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 3 – Lesson Plan 1
Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3	Module 3 – Lesson Plan 4
Module 4 – Lesson Plan 3	Module 5 – Lesson Plan 1	Module 6 – Lesson Plan 1
Module 6 – Lesson Plan 2	Module 6 – Lesson Plan 3	Module 6 – Lesson Plan 4
Chief Washakie – Lesson Plan 1	Chief Washakie – Lesson Plan 2	Chief Washakie- Lesson Plan 3
Miss Indian America – Lesson Plan 1	Lived History – Lesson Plan 1	Lived History – Lesson Plan 2
Shoshone Buffalo Release – Lesson Plan 1	Arapaho Drum – Lesson Plan 1	Shoshone Drum – Lesson Plan 1
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.4.4.a

Identify how federal policies have impacted Indigenous Tribes of Wyoming historically and currently (e.g., reservations, treaties, allotment, boarding schools, and forced assimilation).

Module 1 – Lesson Plan 1	Module 3 – Lesson Plan 1	Module 3 – Lesson Plan 2
Module 3 – Lesson Plan 3	Module 3 – Lesson Plan 4	Module 4 – Lesson Plan 6
Module 5 – Lesson Plan 1	Module 6 – Lesson Plan 2	Chief Washakie – Lesson Plan 1
Chief Washakie- Lesson Plan 2	Chief Washakie- Lesson Plan 3	Miss Indian America – Lesson Plan 1
Lived History – Lesson Plan 1	Lived History – Lesson Plan 2	Shoshone Buffalo Release – Lesson Plan 1
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	



SS8.4.5

Identify relevant primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional storytelling.

Lived History – Lesson Plan 1	Lived History – Lesson Plan 2	Arapaho Drum – Lesson Plan 1
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

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.

SS8.5.1 - Spatial

Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.

Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1
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SS8.5.1.a

Analyze the impact of natural resources on tribal locations, past and present.

Shoshone Buffalo Release – Lesson Plan 1	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1
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SS8.5.2 - Physical Place and Region

Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 2 – Lesson Plan 1
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Module 3 – Lesson Plan 1	Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3
Module 4 – Lesson Plan 2	Module 4 – Lesson Plan 3	Module 4 – Lesson Plan 6
Module 6 – Lesson Plan 2	Chief Washakie – Lesson Plan 3	Lived History – Lesson Plan 2
Shoshone Drum – Lesson Plan 1	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.5.3 - Human Place and Movement

Explain how communities’ current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.

Module 1 – Lesson Plan 1	Module 1 – Lesson Plan 2	Module 2 – Lesson Plan 1
Module 2 – Lesson Plan 3	Module 2 – Short 8th grade Lesson Plan	Module 3 – Lesson Plan 1
Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3	Module 4 – Lesson Plan 6
Module 6 – Lesson Plan 2	Lived History – Lesson Plan 2	Chief Washakie – Lesson Plan 2
Chief Washakie – Lesson Plan 3	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.5.3a

Explain how the migration and settlement patterns of indigenous tribes influence place (e.g., migration of pre-Columbian Tribes, and reservation movement).

Module 2 – Lesson Plan 3	Module 2 – Lesson Plan 4 - Short 8th Grade	Module 3 – Lesson Plan 1
Module 3 – Lesson Plan 2	Module 3 – Lesson Plan 3	Module 4 – Lesson Plan 3
Module 4 – Lesson Plan 6	Module 6 – Lesson Plan 2	Chief Washakie – Lesson Plan 2
Chief Washakie – Lesson Plan 3	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.5.4 - Environment and Society

Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.

Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	
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SS8.5.4.a

Analyze how cultural practices continue to influence how Indigenous Tribes of Wyoming interact with the environment.

Shoshone Buffalo Release – Lesson Plan 1	Native American Veterans – Lesson Plan 2
Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

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.*

SS8.6.1

Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.

Native American Veterans – Lesson Plan 1	Native American Veterans – Lesson Plan 2
Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	

SS8.6.2

Distinguish among fact, opinion, and reasoned judgment in a text.

Module 4 – Lesson Plan 6	Native American Veterans – Lesson Plan 2
Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1

SS8.6.3

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

Native American Veterans – Lesson Plan 1	Native American Veterans – Lesson Plan 2
Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1	



SS8.6.4

Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

Module 4 – Lesson Plan 6	Native American Veterans – Lesson Plan 1
Native American Veterans – Lesson Plan 2	Bozeman Trail – A Rush to Montana’s Gold – Lesson Plan 1