

Parent Discussion/Activity Guide Module 3

Who Are the Eastern Shoshone?



Each parent guide is designed to engage the parent and student in a meaningful discussion regarding the topic of each Module. We encourage parents to read the synopsis of the module with their child, watch the video, discuss vocabulary words, answer the discussion questions, do the suggested activities together and explore the resources.

Brief program synopsis of module:

This learning module, “*Who Are the Eastern Shoshone?*” covers the Treaties of 1863 and 1868 which outline the reservation boundaries for the Eastern Shoshone. Several tribal members speak of the resources and cultural importance of the Reservation to their peoples.

Module 3 – “Who Are the Eastern Shoshone?”

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

“*Who Are the Eastern Shoshone*”

Vocabulary Words introduced in Module 3 and 8th Grade Lesson

Plans:

(* vocabulary words have more than one definition used)

Acre

Agriculture

*Appropriation **

Annuities

Authorize

Biodiversity

Commissioner

Contemplated

Culture

Cultural Significance

Depredation

Designate

Honor

Implements

Language

Miller

Pledge

Population decimation



Bison / Buffalo
Certified
*Clans **
Commence
Proclaim
Provisions
Ratify
Reimburse
*Relinquish **
Reservation

Discharge
Enjoin
Graph
Government
*Settlement **
Shoshone
Solemn
Substantial
Sufficient
Tract

Portion
Premise
Privileges
Proceed
Treaty
Unoccupied
Uto-Aztecan
Validity

Discussion Questions

- #1. What Shoshone communities are named in the video? Where are these communities located in relation to where you live?
- #2. How many states originally comprised the traditional homeland of the Shoshone people?
- #3. The first treaty was made in 1863 and identified a land base of 44 million acres. What states were included in the original treaty?
- #4. What famous Shoshone leader (Chief) negotiated this treaty? How much have you learned about this Chief before watching this video?
- #5. Why was there a need for a new treaty (1868) with the Eastern Shoshone tribe? Do you think there was a need? Why?
- #6. What are the core values of the Shoshone People? How do these core values relate to what you believe your values to be?

Suggested Activities

- #1. Watch “*Who Are the Eastern Shoshone?*” - <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
- #2. Discuss vocabulary words with your child. From viewing the module, ask your student what each word means. Answers provided at end of this guide.
- #3. On a map of the United States, outline the original area named in the 1863 Treaty. Then outline the area named in the 1868 Treaty.

Resources to Investigate

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
“*Who Are the Eastern Shoshone?*”

["Chief Washakie of the Shoshone - A Photographic Essay" by Henry E. Stamm, IV, Ph.D](#)

["The Wind River Shoshone" by Henry Stamm, IV, Ph.D.](#)

Eastern Shoshone Tribe of Wyoming

<http://easternshoshone.org>



Wind River Reservation – Google Map

<https://www.google.com/maps/place/Wind+River+Reservation>

External Resources

- [Classroom Resources for Native American History of Wyoming’s Wind River Reservation](#)
- Fort Bridger Treaty of 1868 (Creation of the Shoshone Indian Reservation and the Northern Arapaho Tribe’s settlement in 1878.)
<https://dc.library.okstate.edu/digital/collection/kapplers/id/26861>
- [Lessons of Our Land: Native American Pre-K through 12 Curriculum](#)
- The Shoshone – Bannock Tribes
<http://www2.sbtribes.com>
- Sniffin, B. (2013). “Ancient Wyoming mountain residents lived during the times of the pyramids.”
http://www.buffalobulletin.com/opinion/columns/article_d1b3341f-58f9-5f65-81a6-3afae0fd184e.html
- [Washakie: Last Chief of the Eastern Shoshone \(Video\)](#)
- People of the Wind River, the Eastern Shoshones 1825-1900 by Henry E. Stamm, IV, University of Oklahoma Press
<https://academic.oup.com/ahr/article-abstract/106/1/167/94593?redirectedFrom=fulltext>
- Indian Chiefs by Russell Freedman. Good Reads
<https://www.goodreads.com/book/show/2651165-indian-chiefs>
- *Neither Wolf nor Dog* by Kent Nerburn, New World Library
- <https://www.newworldlibrary.com/Books/ProductDetails/tabid/64/SKU/86384/Default.aspx#.XkcuKmB7nIU>

Vocabulary Words – definitions:

Acre – a unit of land area equal to 4,840 square yards.

Agriculture – the science of practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

Appropriation – the action of taking something for one’s own use, typically without the owner’s permission.

* a sum of money or total assets devoted to a special purpose.

Annuities – a fixed sum of money paid to someone each year, typically for the rest of their life.

Authorize – give permission for or approval to (an undertaking or agent).

Biodiversity – the variety of life in the world or in a particular habitat or ecosystem.

Bison / Buffalo – any genus of bovids; especially; a large shaggy-maned North American bovid (bison) that has short horns and heavy forequarters with a large muscular hump and that was formerly abundant on the central and western plains.

Certified – attest or confirmed in a formal statement.

Clans – a group of close-knit and interrelated families.

* a family, especially a large one.

* a group of people with a strong common interest.

Commence – begin, start.

Commissioner – a person appointed to a role on or by a commission.

Contemplated – look thoughtfully for a long time.

Culture - the customs, arts, social institutions, and achievements of a particular nation, people or social group.

Cultural Significance – the aesthetic, historic, scientific, social or spiritual value for past, present or future generations.

Depredation – an act of attacking or plundering.

Designate – appoint (someone) to a specified position.

Discharge – tell (someone) officially that they can or must leave, in particular.

Enjoin – instruct or urge (someone) to do something.

Graph – a diagram showing the relation between variable quantities, typically of two variables, each measured along one of a pair of axes at right angles.

Government – the governing body of a nation, state, or community.

Honor – high respect, esteem.



Implements – put (a decision, plan, agreement, etc.) into effect.

Language – the method of communication, either spoken or written, consisting of the use of words in a structured and conventional way.

Miller – a person who owns or works in a grain mill.

Pledge – a solemn promise or undertaking.

Population decimation - to destroy or kill a large proportion of the population.

Portion – a part of a whole; an amount, section, or piece of something.

Premise – a previous statement or proposition from which another is inferred or follows as a conclusion.

Privileges – a special right, advantage, or immunity granted or available only to a particular person or group of people.

Proceed – begin or continue a course of action.

Proclaim – announce officially or publicly.

Provisions – the action of providing or supplying something for use.

Ratify – sign or give formal consent to (a treaty, contract, or agreement), making it officially valid.

Reimburse – repay (a person who has spent or lost money)

Relinquish – voluntarily cease to keep or claim, give up.

Reservation - an area of land set aside for occupation by North American Indians or Australian Aborigines.

Settlement *– an official agreement intended to resolve a dispute or conflict.

* a place, typically one that has hitherto been uninhabited, where people establish a community.

Shoshone – a member of an American Indian people living chiefly in Wyoming, Idaho, and Nevada.

Solemn – formal and dignified.



Substantial – of considerable importance, size, or worth.

Sufficient - enough; adequate.

Tract – an area of indefinite extent, typically a large one.

Treaty - a formal agreement between two or more states in reference to peace, alliance, commerce, or other international relations.

Unoccupied – not occupied by inhabitants.

Uto-Aztecan- a language family of Central American and western North America including Comanche, Hopi, Nahuatl (the language of Aztecs), Paiute, Pima, and Shoshone.

Validity – the quality of being logically or factually sound; soundness or cogency.

* the state of being legally or officially binding or acceptable.