

**Parent Discussion/Activity Guide  
Module 6**

*Preserving the Ways – Culture & Tradition*



*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, “*Preserving the Ways – Culture & Tradition*”, has Eastern Shoshone and Northern Arapaho tribal members speak of the importance of maintaining their languages and traditions to preserve their identities as tribal members and what they are doing to retain their culture.

**Module 6 – “Preserving the Ways – Culture & Tradition”**

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

*“Preserving the Ways – Culture & Tradition”*

**Vocabulary Words introduced in “Preserving the Ways – Culture & Tradition” and 8<sup>th</sup> Grade Lesson Plans:**

(\* vocabulary words have more than one definition used)

<i>Assimilation</i>	<i>Prejudice</i>	<i>Tradition</i>
<i>Boarding Schools</i>	<i>Preserve</i>	<i>Unique</i>
<i>Ceremonies</i>	<i>Preservation</i>	<i>Culture</i>
<i>Pride</i>	<i>Cultural identity</i>	<i>Resilience</i>
<i>Identity</i>	<i>Resistant</i>	<i>Legends</i>
<i>Revitalization</i>	<i>Optimistic</i>	<i>Stereotype</i>



### **Discussion Questions**

- #1. Why would Natives be punished for speaking their native language at boarding schools?
- #2. Discuss what you believe “Oral History” means.
- #3. Native Americans have an oral history that’s been passed down from each generation before them. Discuss if you have an oral history.
- #4. Why is the Eastern Shoshone and Northern Arapaho language important to their tribal members?

### **Suggested Activities**

- #1. Watch “*Preserving the Ways – Culture & Tradition*” - <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. Interview older relatives within your family and record what stories they have to tell.
- #4. Compare and contrast how teenager’s lives from the reservation are to your life. Are there similarities? Are there differences?

### **Resources to Investigate**

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>  
“*Why Teach Native American History?*”

["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>

### **Northern Arapaho Tribe of Wyoming**

<http://northernarapaho.com>

<http://northernarapaho.com/history>

### **Wind River Reservation – Google Map**

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

### **External Resources**

- [Arapaho Legends, by Jackie Dorothy](#)
- [The Arapahoes, Our People by Virginia Cole Treholm, University of Oklahoma Press](#)
- [From Trout Creek to Gravy High: The Boarding School Experience at Wind River \(Video\)](#)
- [From Trout Creek to Gravy High: The Boarding School Experience at Wind River](#)

- [From Trout Creek to “Gravy High” – Student Memories](#)
- [How to Make Dreamcatchers](#)
- [\*The Indian Dreamcatcher Beliefs\*](#)
- [\*Lived History – The Story of the Wind River Virtual Museum\*](#)
- [\*Native American Music: The Round Dance\*](#)
- [Northern Arapaho History](#)
- [\*Our Spirits Don’t Speak English: Indian Boarding Schools\*](#)
- [Pow-Wow Radio](#)
- [\*Traditions of the Arapaho\*, by George Dorsey and Alfred Kroeber, University of Nebraska Press](#)
- [\*White Man’s Way – Genoa Indian School \(Video\)\*](#)

### **Vocabulary Words – definitions:**

***Assimilation*** – the process of becoming similar to something.

***Boarding Schools*** – a school at which the pupils receive board and lodging during the school term.

***Ceremonies*** – a formal religious or public occasion, typically one celebrating a particular event or anniversary.

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

***Cultural identity*** - is the feeling of belonging to a group. It is part of a person’s self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.

***Identity*** - the fact of being whom or what a person or thing is.

***Legends*** – a traditional story sometimes popularly regarded as historical but unauthenticated.

***Optimistic*** - hopeful and confident about the future.

***Prejudice*** – preconceived opinion that is not based on reason or actual experience.



***Preserve*** - maintain (something) in its original or existing state.

***Preservation*** – the action of preserving something.

***Pride*** - a feeling that you respect yourself and deserve to be respected by other people

***Resilience*** - the capacity to recover quickly from difficulties; toughness.

***Resistant*** - offering resistance to something or someone

***Revitalization*** – the action of saturating something with new life and vitality.

***Stereotype*** – a widely held but fixed oversimplified image or idea of a particular type of person or thing.

***Tradition*** - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

***Unique*** - being the only one of its kind; unlike anything else.