



Module 6

LIVED HISTORY: THE STORY OF THE WIND RIVER VIRTUAL MUSEUM

Lesson Plan #1

LESSON PLAN DEVELOPED BY: Veronica E. Miller – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH-6-8.1 – Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure

CCSS.ELA-LITERACY.W.8.1 - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.A - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.B - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.C - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.D - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.E - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3 - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.A - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.B - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.C - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.D - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.E - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.7 - Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.8.8 - Research to Build and Present Knowledge

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 2: SS8.2.1, SS8.2.2, SS8.2.4, SS8.2.4.a, SS8.4.2

WY Standard 4: SS8.4.1, SS8.4.3, SS8.4.4, SS8.4.4.a, SS8.4.5

Language Arts Standards (2012) Grade 8

(See Standard Definition at end of lesson)

Reading Standards for Literature

- Key Ideas and details

- Craft and Structure

Writing

Speaking & Listening

- Comprehension and Collaboration

- Presentation of Knowledge and Ideas

DURATION: Multiple class meetings.



MATERIALS REQUIRED:

Video: *Lived History, the Story of the Wind River Virtual Museum*

Internet Access / computers

Wind River Virtual Museum

<http://www.windrivervm.org/>

Worksheets (opinion writing, Venn diagram)

KEY VOCABULARY:

Virtual Museum - a collection of digitally recorded images, sound files, text documents, and other data of historical, scientific, or cultural interest that are accessed through electronic media.

Artifact - an object made by a human being, typically an item of cultural or historical interest.

Archive - a collection of historical documents or records providing information about a place, institution, or group of people.

Curator - a keeper or custodian of a museum or other collection.

Ethnography - the scientific description of the customs of individual peoples and cultures.

Cultural Property - “Cultural Property” are physical items that are a part of a cultural heritage of a group or society.

Deculturalization - is the educational process of destroying a people’s culture and replacing it with a new culture.

DESCRIPTOR:

Students will gain an understanding of the attempt of the Eastern Shoshone and the Northern Arapaho people to educate young people about their past through the establishment of a virtual museum. This visual record will serve as a teaching tool for younger members of the tribe to learn about their ancestors and a way of life as well as the resiliency of people.

LEARNING OBJECTIVES:

1. Students will learn about different artifacts of the Shoshone and the Arapaho people and their significance/use.
2. Students will gain a deeper appreciation for the resiliency of people and the importance of cultural preservation.

LESSON INTRODUCTION:

Instructor will ask students if they have a prized possession or a family heirloom that is important to them. Allow students to discuss what it is and why it is important. Ask students how they would feel if their prized possession was taken from them or sold. Allow for discussion. Inform students that the video they are about to watch is about the development of a virtual museum for the two Wind River Tribes located in Wyoming.

STEP BY STEP PROCEDURE:

1. Before watching the video, review vocabulary words and allow for discussion.

Virtual Museum - a collection of digitally recorded images, sound files, text documents, and other data of historical, scientific, or cultural interest that are accessed through electronic media.

Artifact - an object made by a human being, typically an item of cultural or historical interest.

Archive - a collection of historical documents or records providing information about a place, institution, or group of people.

Curator - a keeper or custodian of a museum or other collection.

Ethnography - the scientific description of the customs of individual peoples and cultures.

Cultural Property - “Cultural Property” are physical items that are a part of a cultural heritage of a group or society.

Deculturalization - is the educational process of destroying a people’s culture and replacing it with a new culture.

2. Inform students that they will be asked to review the artifacts in the video and their significance/use after viewing.
3. Watch video *Lived History: The Story of the Wind River Virtual Museum* at <http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>.
4. Utilize the resource <http://www.windrivervm.org/> to review the artifacts that are displayed in the virtual museum and their significance. Allow for student discussion with their notes regarding the artifacts.

REVIEW:

There are two very different perspectives in the video. The curator believes that the museum is the best place to preserve the cultural artifacts and one of the elders believes that the artifacts should be returned back to the people. Gather information (Venn diagram) about the pros and cons of both perspectives and be prepared to discuss.

EVALUATION:

1. Students complete the graphic organizer for the Opinion Writing either for or against the artifacts being returned to the Wind River.
2. Give a PowerPoint, Essay or keynote presentation on your perspective arguing for or against artifacts being returned to the Wind River people.



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8-4

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Key Ideas and details:

CCSS.ELA-LITERACY.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

CCSS.ELA-LITERACY.RL.8.6

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Text Types and Purposes

CCSS.ELA-LITERACYW.8.1

- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACYW.8.1.A

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACYW.8.1.B

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACYW.8.1.C

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACYW.8.1.D

- Establish and maintain a formal style.

CCSS.ELA-LITERACYW.8.1.E

- Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACYW.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACYW.8.3.A

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.



CCSS.ELA-LITERACYW.8.3.B

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACYW.8.3.C.

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.ELA-LITERACYW.8.3.D

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACYW.8.E

- Provide a conclusion that follows from and reflects on the narrated experiences or events

Research to Build and Present Knowledge:

CCSS.ELA-LITERACYW.8.7

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACYW.8.8

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) Grade 8

Content Standard 2 – Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies

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.

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).

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).



SS.2.4.a

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

Content Standard 4 - Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

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 profession of Indian Removal Act).

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).

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.

SS8.4.4

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

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).

SS8.4.4.5

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 story telling.

LANGUAGE ARTS STANDARDS – GRADE 8 (2012)

Reading Standards for Literature

Key Ideas and details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

1. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
4. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



Language Arts Standards (2012) Grade 8:

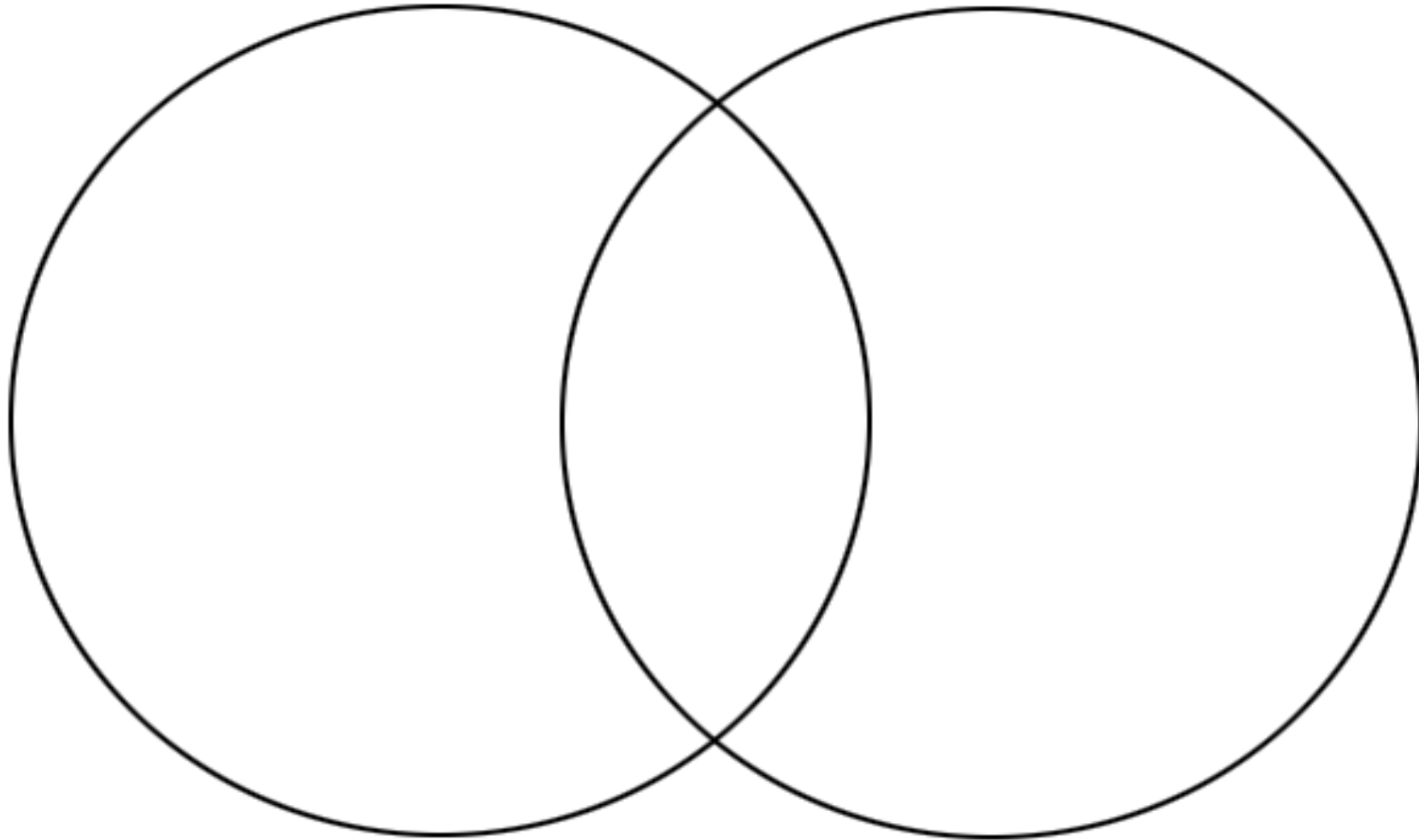
Speaking & Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.





Name _____

Opinion Writing

Topic: _____

Purpose: _____

State your opinion clearly:

Use linking words and phrases like because, therefore, since, for example, and for instance to connect your opinion and reasons.

Reason One

Reason Two

Reason Three

Concluding Statement: _____

