



Module 1

WHY TEACH NATIVE AMERICAN HISTORY?

Lesson Plan #1

LESSON PLAN DEVELOPED BY: Lynette St. Clair – Eastern Shoshone

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.RH.6-8-5 - Key Ideas and Details:
CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure:
CCSS.ELA-LITERACY.RH.6-8-7 - Integrations of Knowledge and Ideas:
CCSS.ELA-LITERACY.W.8.2 - Text Types and Purposes:
CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure:
CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details:
CCSS.ELA-LITERACY.RL8.6 - 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.8.3.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
CCSS.ELA.LITERACY.SL.8.1 - Comprehension and Collaboration
CCSS.ELA.LITERACY.W.8.1.A - Comprehension and Collaboration
CCSS.ELA.LITERACY.W.8.1.B - Comprehension and Collaboration
CCSS.ELA.LITERACY.W.8.1.C - Comprehension and Collaboration
CCSS.ELA.LITERACY.W.8.1.D - Comprehension and Collaboration
CCSS.ELA.LITERACY.W.8.2 - Comprehension and Collaboration
CCSS.ELA.LITERACY.W.8.4 - Presentation of Knowledge and Ideas
CCSS.ELA.LITERACY.W.8.5 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.3, SS8.1.6

WY Standard 2: SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.2.4.a

WY Standards 3: SS8.3.5



WY Standard 4: SS8.4.1, SS8.4.3, SS8.4.4, SS8.4.4.a
WY Standard 5: SS8.5.2, SS8.5.3

Wyoming State Language Arts Standards – (2012) Grade 8

Key Ideas and Details

Craft and Structure

Writing

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

DURATION: 4 40:00 Class Periods

MATERIALS REQUIRED:

Computer access

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

Chief Washakie Rubric from Resources section

Sacagawea handout from Resources section

KEY VOCABULARY:

Treaty –

Indigenous –

Value system –

Culture –

Cultural identity –

Sovereignty -

DESCRIPTOR:

The Wind River Reservation contains some of the most unique features in Wyoming. Visitors to the reservation usually tour burial sights of Chief Washakie and Sacagawea. However, the significant contributions of these historical figures are sometimes overlooked.

This lesson will highlight the contributions of Washakie and Sacajawea, and stress the importance of teaching and learning about the unique history, culture, and contemporary contributions of Wyoming’s tribes on the Wind River Reservation in a culturally responsive manner. The students will learn about past leadership traits and compare them to that of today’s world. Students will also understand the enormous responsibilities that leaders of both gender’s carried with them and be able to appreciate the contributions of the Shoshone people.

LEARNING OBJECTIVES:

Students will:

- Identify leadership traits.
- Compare different types of leadership.
- Analyze a leadership issue in their school or community.
- Analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.
- Understand the basic structures of various political systems (e.g., tribal, local, national, and world).
- Demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies
- Compare and contrast the ways various the Shoshone people meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.

LESSON INTRODUCTION: (This should give a rationale and help students make connections with the rest of the videos being taught)

The Shoshone Tribe has a rich history of leadership, civility, and governance within the history of Wyoming and across North America. Past leaders of the tribe have based their leadership on their own principles of consensus and traditional concepts. In times past, tribal people have selected their leaders based on their own ideologies of traditional leadership. Persons with the required skills were often times chosen, not only because they displayed the skills needed to lead, but because they possessed the spiritual aspects of leadership. This is explained by a Lakota man in the book “Neither Wolf Nor Dog”, by Kent Nerburn:

In the past when we needed a warrior we made a warrior a leader. But when the war was over and we needed a healer to lead us, he became our leader. Or maybe we needed a great speaker or a deep thinker. The warrior knew his time had passed and he didn't pretend to be our leader beyond the time he was needed. He was proud to serve his people and he knew when it was time to step aside.

When our leaders don't lead, we walk away from them When they lead well, we stay with them...A leader is a leader as long as the people believe in him and as long as he is the best person to lead us. You can only lead as long as people will follow (Nerburn, 1994).

Over the years tribal leaders have faced many challenges, however, leadership principles can become muddled if there is no consensus among the people. Today, tribal representation is chosen through consensus building as every enrolled Shoshone man and woman, ages 18 or older, have the privilege of selecting their leadership through a voting process. The present form of tribal governance is based on the historic principles of values-based leadership. Although issues have changed over the years, the Shoshone tribe continues to thrive and evolve with the progression of time.



STEP BY STEP PROCEDURE:

1. The teacher will view the video series previous to beginning the lessons.
2. Have students view the Introduction video, “Why Teach Native American History” at <http://windriveredu.org>
3. Establish a question and elicit ideas. Explain to students that this lesson will be followed up by the other activities that have been developed for each video module.
4. Ask students if they have ever visited the Wind River Reservation. If they have, ask them to write down their impressions. Have them list at least four responses. If they have not, ask them to write what they know about the reservation and how they acquired that information. Have them write their responses on a sheet of paper.
5. Begin the lesson by discussing three aspects of traditional Shoshone leadership and governance. After reviewing the identified aspects of leadership, illustrate how they are interrelated by having the students discuss, in groups of 3, the following issues:
 - a. Leadership and governance principles with no consensus.
 - b. Governance principles, and consensus but no leadership
 - c. Leadership and consensus, but no governing principles or traditions
6. Visit the Shoshone Homelands website located on the Jackson Hole Historical Society webpage and view the Chief Washakie of the Shoshone – A Photographic Essay by Henry E. Stamm, IV, Ph.D. (<http://jacksonholehistory.org/chief-washakie-of-the-shoshone-a-photographic-essay-by-henry-e-stamm-iv-ph-d/>). Then view The Wind River Shoshone by Henry Stamm, IV, Ph.D. <http://jacksonholehistory.org/an-introduction-to-the-wind-river-indian-reservation-of-wyoming/>
7. Locate the section titled Shoshone Leadership at this URL <http://jacksonholehistory.org/chief-washakie-of-the-shoshone-a-photographic-essay-by-henry-e-stamm-iv-ph-d/>. After students have read this section, have them work in groups and discuss the qualities of leadership. Read the handout, “Sacagawea”. Discuss the qualities of Sacagawea, did she display leadership qualities in her life? Complete the worksheet on Sacagawea.
8. Lead the discussion on different uses that tribal leaders faced in the past and identify two major challenges of the Shoshone. Have students brainstorm, research, and compare what they find.
9. Each working group should identify a Recorder and Reporter for their groups. A recorder will keep notes of what the group discusses and the reporter will be the spokesperson for their working group.



10. Have each group discuss the issue they identified through their research. Each group will identify that issue and discuss some solutions. After finding a solution, through coming to consensus, the reporter will report back to the class as a whole. Ask students to examine the various qualities their classmates believe are important and use the diversity to emphasize that leadership in a tribe requires many different attributes and abilities.
11. For their final project, students will identify four values that they share (Respect, Honor, etc.) and begin compiling photographs, biographical information, and other information on Chief Washakie. Using this information, students will develop a PowerPoint presentation about their discovery with the main topic being “Leadership: Past & Present Leadership of the Shoshone”.

REVIEW: (Highlight terms and ideas you want to review with the students at the end of the lesson)

Values

Chief

Council

Tradition

Consensus

Attributes

EVALUATION:

1. Evaluate the students’ tribal leader essay. In their essay, students should clearly identify the attributes of leaders in their comparison.
2. The objective of this lesson is to help students acquire knowledge of consensus-building. They will be evaluated on their participation in the dialogue process, coming to consensus, and understanding collaboration within working groups.
3. Students will be able to compare past leadership styles of women and men, and be able to compare the similarities in leadership styles of contemporary tribal leaders of both genders.
4. Final projects on Tribal leadership of the Shoshone people will be evaluated using the Rubric located in the resource section of this lesson.



RESOURCES SECTION

Leadership Presentation Rubric for Power Point Project

Name _____ Class _____
 Rank _____ Score _____/_____

Washakie: Chief of the Shoshones

OVERVIEW

Chief Washakie (1798-1901) was the last chief and political leader of the Eastern Shoshone tribe. Under the leadership of Washakie, the Shoshone people were able to avoid confrontation among the western settlers new to the Wyoming territory. Washakie was a skilled negotiator and was one of the only Native American chiefs who was given the opportunity to choose the land where his people would reside. He was also the only chief to receive a full military burial at the time of his death.

TEACHER GUIDE

STUDENT GUIDE

	TEACHER GUIDE	STUDENT GUIDE
OBJECTIVES	<p>Students will be able to analyze events, people, problems, and ideas within their historical contexts. Students will apply their knowledge of the geographic themes and skills to demonstrate an understanding of interrelationships among people, places, and environments.</p>	<p>Discuss, identify and describe historical events that represent the qualities of a good leader.</p> <p>View the video <i>Washakie</i> and ask students to observe the qualities described by people regarding Washakie.</p> <p>Have students compare the story of Crowheart Butte and have them describe the differences. Fact or Fiction?</p>
		<p>After watching the video, describe what qualities were sought by tribal members when selecting their chief. What are they? How do these characteristics compare to today?</p> <p>What is the significance of the Bison (Buffalo) to the people? What happened to them? Why?</p> <p>What was the original land base of the Shoshone? Name relative tribes (those who share the same characteristics of language, spirituality, etc.)</p>
INFORMATION	<p>After viewing the video, students will be able to discern between historical events as documented through reliable sources vs. fable.</p>	<p>Students will be able to retell the historical events that lead up to the creation of the Shoshone reservation/Wind River Res.</p>
		<p>Students will be able to recall/verbalize the words associated with the terms in this lesson.</p>

TEACHER GUIDE

STUDENT GUIDE

	TEACHER GUIDE	STUDENT GUIDE
VOCABULARY (SHOSHONE AND ENGLISH)	The people – Newe Shoshone – Soesoeree Buffalo - Boyzhan	Washakie-Wausakee Chief-Daywahnee Warm Valley-Yuwadyne
ACTIVITY	Students will identify develop a powerpoint on their identified concepts of leadership. Students can work in groups of 3 or more and conduct their research to complete this assignment.	<ol style="list-style-type: none"> 1. Access Powerpoint Presentation Rubric located in the Resource Section of this lesson plan. 2. Read Photographic Essay by H.E. Stamm. 3. Identify the leadership qualities of Washakie. 4. Select 2 qualities (i.e., Courage, Honor, etc.) 5. Develop a powerpoint presentation on the identified leadership qualities of Washakie. 6. Integrate images and information you deem important and relevant to your presentation. 7. See Rubric for quality presentation guidelines.
SUMMARY	Complete the reading assignment titled Washakie.	Students will complete the worksheet assignment attached to this lesson.
		Video series will be broken into three parts, due to the length of the documentary.



Sacagawea

One day in about 1800 (in present-day Idaho) the Minnetarees attacked a Lemhi-Shoshoni village in the Rocky Mountains. During the raid the Shoshoni chief was killed and his daughter, Sacajawea (sac-uh'juh-WE-uh), was kidnapped. The raiding party took the girl back to their camp in upper Missouri. Sacajawea missed her family, but she always hoped she'd eventually return to them.

After some time the Minnetarees traded or sold her to the Mandan tribe of North Dakota. Sacajawea spent the next three years working in their fields.

Then one day a French trader named Charbonneau (SHAR-bon-no) bought her and made her his wife. She was then about 17 years old.

In the fall of 1804, there were 16 U.S. states, all of them east of the Mississippi River. That year the Great White Chief, Thomas Jefferson – the third United States president – wanted to have the rest of this continent explored and maps made. He wanted to know all about the plants and animals and people who lived throughout this land. He was hoping a waterway would be found from the Missouri River to the Colorado River.

Jefferson chose two men to lead the exploring party in the West: William Clark and Meriwether Lewis. They, in turn, hired Charbonneau to be their guide on the journey. Sacajawea, who had a one-and-a-half-month-old baby, went on the trip, too.

They headed up the river to try and find the Shining Mountains (the Rockies), cross those mountains, and reach the Pacific Ocean.

It was a long hard trip. They saw wolves, buffalo, wildcats, eagles, wild geese, and bear. The men brought game back to camp and Sacajawea got wild berries and roots – only she knew the ones that were good! There were many dangers: poisonous snakes, unfriendly people, floods, and roaring winds. At night Sacajawea mended the men's clothing and moccasins by the light of the fire.

Sacajawea taught Lewis some sign language and some Shoshoni to help him "speak" with the Indians.

One day they saw the white peaks of the mountains shining across the distance. Sacajawea thought, "Soon I will see my people again!" But then the river got wild. There were huge waterfalls; at one point the canoes overturned and all the notebooks and journals floated away down the river! Sacajawea swam out into the icy waters and saved the records from being lost.



Once they had reached the Shining Mountains they needed horses to continue the trip. Lewis and his men went ahead and asked the Shoshoni to sell them some horses, but the Indians refused. Then Captain Clark and Sacajawea came into the camp, and the Lemhi-Shoshoni at once recognized her. In fact, her brother Cameahwait was now their chief! Sacajawea was so happy to see her people again. She convinced her brother to sell the exploring party the needed horses.

Eventually the party hid their boats and rode their horses over the mountains. Sacajawea rode also, with her little son, Pompe, on her back. They faced snow, hunger and cold, but finally they crossed the mountains! They left their horses with friendly Indians, made boats, and took off down the river.

Whenever they met Indians, who were not always friendly, Sacajawea would speak with them and reassure them that the explorers were not dangerous.

Twice on the trip Sacajawea pointed the way through difficult passes.

Finally the group entered the Columbia River, which took them to the sea. In November of 1805, Lewis and Clark raised the U.S. flag claiming the Northwest for the United States.

Because it was now winter, they could not make their return trip at once, so Sacajawea spent a pleasant three months on the coast. She even got to see a beached whale!

After many months the group did return safely to the Mandan village in North Dakota; Charboneau, Sacajawea, and Pompe stayed there while Lewis and Clark went on to Washington to report to President Jefferson.

We are not sure what became of Sacajawea. Some say she died on December 20, 1812, but other accounts tell that she returned to the Shoshoni to live for many years – maybe to the age of 100! The real story of her death will probably always be one of history's secrets.

Excerpted from Ready-to-Use Activities and Materials on Coastal Indians.

Source: History.com Staff: 2010. <http://www.history.com/topics/native-american-history/sacagawea> Published by A+E Networks



Sacagawea: Worksheet

Vocabulary: Expedition Chief reassure sign language

1. How did Sacajawea come to live with the Hidatsa people?
2. Why did Lewis and Clark want Sacajawea to join their expedition?
3. How did the explorers 'communicate' with the Native American tribes?
4. Describe some of the difficulties the explorers encountered during their expedition. Support your answers with evidence from the text:
5. What is the main idea of this story?



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.

CCSS.ELA-LITERACY.RH.6-8-5

- Describe how a text presents information (e.g. sequentially, comparatively, and causally).

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-LITERACY.W.8.1

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

CCSS.ELA-LITERACY.W.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-LITERACY.W.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-LITERACY.W.8.1.C

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

CCSS.ELA-LITERACY.W.8.1.D

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.E

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

CCSS.ELA-LITERACY.W.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-LITERACY.W.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-LITERACY.W.8.3.B

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

CCSS.ELA-LITERACY.W.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-LITERACY.W.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-LITERACY.W.8.3.E

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

Research to Build and Present Knowledge

CCSS.ELA.LITERACY.W.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.LITERACY.W.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.

Comprehension and Collaboration

CCSS.ELA.LITERACY.SL.8.1

- 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.

CCSS.ELA.LITERACY.W.8.1.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.

CCSS.ELA.LITERACY.W.8.1.B

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA.LITERACY.W.8.1.C

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA.LITERACY.W.8.1.D

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA.LITERACY.W.8.2

- 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.



Presentation of Knowledge and Ideas

CCSS.ELA.LITERACY.W.8.4

- 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.

CCSS.ELA.LITERACY.W.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:
Wyoming State Social Studies Standards (2018) Grade 8

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.

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.

SS8.1.6

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

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).

SS8.2.3

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).



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).

SS8.2.4.a

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

Content Standard 3 - Production, Distribution, and Consumption -

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

SS8.3.5

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

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 progression of Indian Removal Act).

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).

SS8.4.4a

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

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.



Physical Place and Region

SS8.5.2

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.

Human Place and Movement

SS8.5.3

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.

WYOMING STATE 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.

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.

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.