



Module 2

WHO ARE THE PEOPLE OF THE WIND RIVER RESERVATION?

Lesson Plan #1

LESSON PLAN DEVELOPED BY: Alberta Oldman – 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.RH-6-8.4 – Craft and Structure

CCSS.ELA-LITERACYW.8.7 – Research to Build and Present Knowledge

CCSS.ELA-LITERACYW.8.8

CSS.ELA-LITERACYSL.8.1 – Comprehension and Collaboration

CCSS.ELA-LITERACYSL.8.1.A

CCSS.ELA-LITERACYSL.8.1.B

CCSS.ELA-LITERACYSL.8.1.C

CCSS.ELA-LITERACYSL.8.1.D

CCSS.ELA-LITERACYSL.8.2

CCSS.ELA-LITERACYSL.8.4 – Presentation of Knowledge and Ideas

WYOMING STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.3

WY Standard 2: SS8.2.2, SS8.2.4

WY Standard 3: SS8.3.5

WY Standard 4: SS8.4.1

WY Standard 5: SS8.5.2, SS8.5.3

Language Arts Standards (2012) Grade 8

Writing

Speaking/Listening

Presentation of Knowledge and Ideas

Comprehension and Collaboration

DURATION: 4 Days (40 minute class periods) and 1 day field trip (possibly for National Heritage Day Event)

MATERIALS REQUIRED:

Pencil and Paper

Module 2 Sites Handouts

Video Question and Answer sheet (attached)



Hard copy of the Fort Laramie Treaty of 1851 (Plains Tribes Initial Treaty)

<https://wyomingstatearchives.wikispaces.com/Treaties?responseToken=05eba2d6959c814845e1972dac40722b4>

Hard copy of the Fort Bridger Treaty of 1868 (Creation of the Shoshone Indian Reservation and the Northern Arapaho Tribe's settlement in 1878.)

<https://wyomingstatearchives.wikispaces.com/Treaties>

Great Sioux Reservation, Treaty of 1868 Map

<http://ndstudies.gov/gr8/sites/default/files/zoomImages/Unit3Lesson4Topic2/Maps/1868-Treaty-map-optimized.jpg>

KEY VOCABULARY:

Heritage-

Treaty-

Reservation-

Solidified-

Resilience-

Pristine-

Stewards-

DESCRIPTOR:

In this lesson, students will view a video that contains information about the treaty that established the Wind River Reservation and the two tribes that inhabit it, the Northern Arapaho and Eastern Shoshone. After viewing the video and completing the worksheet, a field trip to one of the sites mentioned in the video (if possible depending on location of school), students will select a topic of interest to research for the three paragraph writing assignment and presentation.

LEARNING OBJECTIVES:

Students will demonstrate an understanding about the 1868 Fort Bridger Treaty that established the Wind River Reservation boundaries for the Northern Arapaho and Eastern Shoshone Tribes through a three paragraph writing assignment and presentation using the adopted writing and listening/speaking rubrics.

LESSON INTRODUCTION:

Teacher: Ask, *Who knows the definition for 'heritage'?* Definition - Something that is handed down from the past, as a tradition. Allow students to respond as whole group discussion. Once discussion has been completed write the definition on whiteboard or use the technology device in the classroom.



Teacher: Tell the students, *we will now list some traditions from our own families to share with others and when we are done we will compare and contrast our class list as whole group. Write down responses as students share their traditions. Analyze the similarities and differences of the list created.*

Teacher: Say, *Now that we have background information on the vocabulary word 'heritage', we are now going to extend our lesson and learn about the two tribes living on the Wind River Reservation here in Wyoming.*

Teacher: Ask: *Can anyone name the two tribes on the Wind River Reservation? Share responses as whole group. (Northern Arapaho and Eastern Shoshone)*

Teacher: Say, *We already watched the introduction (video #1) and will now be watching Module 2-Who are the People of the Wind River (Northern Arapaho & Eastern Shoshone). In this short video, we will learn about the historical treaties that are related to the establishment of the Wind River Reservation, why reservations were needed, the natural resources, four sites that have great significance to each tribe, and the importance of higher education yet preserving their ways of life. Remember this is Module 2 of 6. The remainder of the videos will provide us with information about their history, culture, tribal government, and heritage (Preserving the ways).*

Teacher: Say, *Just a reminder, at the end of this unit, you should be able to define 'heritage' and explain why history is important to ALL the people living in the State of Wyoming.*

STEP BY STEP PROCEDURE:

Day 1: Introduction

Note: If Video #1 – “Why Teach Native American History & Culture” has not been shown, teacher should show Video #1 before beginning Module 2.

1. Introduce the lesson using the dialogue above. After the introduction, teacher:
2. Will hand out the ‘Module 2 – Who are the People of the Wind River Reservation Question and Answer Worksheet’ and read aloud the directions.
3. Play video #2 – “Who Are the People of the Wind River Reservation?” (Stress that the students watch and listen to the video)
4. Allow time for students to write the answers to any of the questions on the worksheet (independent work).
5. Replay Video and have students fill in the answers that they could not complete in step 3 (independently).
6. Gather worksheets to check for understanding of content.
7. As whole group, discuss the questions and answers for the worksheet.



8. Closure: Have students start thinking about and select a topic that they will be researching for the writing project. Note: the topic needs to be specifically tied to any content presented in Module 2.

Day 2: “Field Trip” (if possible depending on location of school) OR “Research Day”
FIELD TRIP- Teacher will select a site nearest school. Get all needed paperwork handed out prior to field trip (permission slips, itinerary, etc.)

1. Load buses after breakfast and attendance.
2. On the ride to the site, have multiple copies of handouts that contain pertinent information for the site visiting. In pairs, have students read handouts to gain background information.
3. Once at the site, teacher can ask questions from the handout provided earlier. (Check for understanding)
4. Allow students to explore site.
5. Load buses to return back to the school. (Travel time needs to be estimated to and from site beforehand)
6. Remind students about selecting a topic for the remainder of the lessons for this unit of study.

OR

Research Day - Teacher will hand out 4 sheets of paper (attached) that will be labeled with one of the four sites mentioned in Module 2. Students will then research each site individually, gathering information that pertains to the Wind River Reservation and/or either tribe. Inform students that they will need to analyze the validity of the information found with any resource used.

Gather papers to check student progress.

Day 3: Start Writing Project (select topic, brainstorm details, organize material, and write rough draft)

1. Hand back ‘Module 2 – Who are the People of the Wind River Reservation Question and Answer Worksheet’ and ‘Research Day packet’ to students.
2. Have students read their papers.
3. After all papers have been handed out, go around the room and have students state their research topic. Teacher will write down each student’s topic on a sheet of paper.
4. Hand out the writing, speaking & listening, and presentation rubrics that will be used as the assessment tools for the writing project. Review the rubrics with the class.

5. Depending on the adopted writing curriculum for each school, teachers may want to prepare ahead of time a packet that guides the student through the writing process from selection of topic to final draft. If so, hand out the writing packet to students.
6. After topic selection #3 above, have students brainstorm details that will be included in their writing assignment.
7. After brainstorming, have students organize their ideas/information in an outline.
8. Finally, have students start writing their three-paragraph rough draft. If students do not finish, assign rough draft completion as homework.

Day 4: Revise, Edit, and Publish Final Draft

1. Have students revise and edit their rough draft.
2. Next, have a peer revise and edit the rough draft.
3. Discuss revisions and edits with peer and make necessary changes.
4. Type final draft and once completed, reread once more and then share with teacher through Google.

Day 5: Presentation Day

(Before presentations, review presentation rubric that will be used as assessment tool)

1. Students will read their writing project in front of the class.
2. Have audience ask questions and/or provide feedback for the presenter.

EVALUATION:

Use adopted district writing, speaking & listening, and presentation rubrics to assess learning objective.



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH-6-8.1

- Cite specific textual evidence to support analysis of primary and secondary sources.

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.

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.

Comprehension and Collaboration:

CCSS.ELA-LITERACYSL.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 ideas clearly.

CCSS.ELA-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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.

WYOMING STANDARDS ADDRESSED IN LESSON (Expanded):

Social Studies Standards (2014) 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 and how they have shaped the United States and Wyoming Government.

Content Standard 2 - Culture and Cultural Diversity

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

SS8.2.2

Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.

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).

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.

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.

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.

Language Arts Standards (2012) Grade 8:

Common Core Writing Standards

1. 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.
2. 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 ideas clearly.
 - 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.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.



- 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

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.



**Module 2 – Who are the People of the Wind River Reservation?
Question and Answer Worksheet**

Name _____

Date _____

Directions:

- 1. Watch and listen to the video for the first time. Then answer as many questions as you can using complete sentences. (restate the question in your answer)**
- 2. Watch the video for a second time and complete the worksheet. For the key vocabulary, write down the definition of each word.**
- 3. In whole group, discuss the answers to each question to gain an understanding of what the purpose of the video was intended for.**
- 4. Write down any questions/topics at the bottom of this sheet that you would like to know/research more about. (This will be a starting point for the writing assignment)**

KEY VOCABULARY:

Heritage-

Treaty-

Reservation-

Solidified-

Resilience-

Pristine-

Stewards-

What is the name of the treaty that established the Wind River Reservation?

Why was a more permanent solution needed for the Native Americans as more settlers arrived in the West?

In the video, it is mentioned that 80% of the Reservation has natural resources. What are natural resources? List the 3 mentioned in the video.



Four sites are mentioned in the video that have significance to either the Shoshone or Arapaho Tribe. Name each site and where it is located.

Site	Location
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Today, both tribes are focusing on two aspects for future generations. What are they and what actions are being taken?

In your opinion, why is Native American history important? (Use the back side of this sheet if needed)

What would you like to know more about from the video? Remember, this will be a starting point for the writing assignment.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: MEDICINE WHEEL

NAME _____

DATE _____

Directions: for each of the four sites from Module 2, research each one individually and write down the facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: what tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: BULL LAKE

NAME _____

DATE _____

Directions: for each of the four sites from Module 2, research each one individually and write down the facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: what tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: DINWOODY CANYON

NAME _____
DATE _____

Directions: for each of the four sites from Module 2, research each one individually and write down the facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: what tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.



**DAY 2- FOUR SITES RESEARCH DAY
MODULE 2**

SITE: DEVILS TOWER

NAME _____
DATE _____

Directions: for each of the four sites from Module 2, research each one individually and write down the facts that are of relevance to the Wind River Reservation and/or the two tribes that live there, Northern Arapaho and Eastern Shoshone. Possible questions to think about as you research: what tribe is this site significant to and why? How was this site created according to the tribal legends? Is the site protected by law? Where is it located? These are only a few questions but there are many more that can be answered as you research.