



Module 3

WHO ARE THE EASTERN SHOSHONE?

“Washakie – Last Chief of the Eastern Shoshone”

Lesson Plan #1

LESSON PLAN DEVELOPED BY: Ann Abeyta, George Abeyta, Zedora Enos,
& John Washakie – Eastern Shoshone

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACYRH.8.4 - **Craft and Structure:**

CCSS.ELA-LITERACYRI.8.1 - **Key Ideas and Details:**

CCSS.ELA-LITERACYW.8.2 - **Text Types and Purposes:**

CCSS.ELA-LITERACYW.8.3 - **Text Types and Purposes:**

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

Social Studies Standards (2018) Grade 8

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

Writing Standards

W.8.2

W.8.3

Language Arts Standards-Grade 8

Reading Standards for Literature

Key Ideas and Details

DURATION: Video = 57:35 minutes. Multiple class periods over one week

MATERIALS REQUIRED:

Video: *Washakie – Last Chief of the Shoshone*

<http://video.wyomingpbs.org/video/2365251986>

Attached Documents

KEY VOCABULARY:

Negotiate –

Treaty –

Renowned –

Prowess –



Prominent –

Cadre –

Plague –

DESCRIPTOR:

Students will read a quote by Chief Washakie and watch the video, *Washakie Last Chief of the Eastern Shoshone* to gain an understanding of why Chief Washakie was such a powerful leader.

Students will also identify how his decisions will continue to impact the people in the 21st Century.

LEARNING OBJECTIVES:

Students will write and deliver a speech pretending to be Chief Washakie talking to the people of the 21st Century. The speech will include specific historical events and decisions made by Chief Washakie that continue to impact people in the 21st Century.

LESSON INTRODUCTION:

The teacher will begin with showing a picture of Chief Washakie and his quote, “I fought to keep our land, our water and our hunting grounds - today, education is the weapon my people need to protect them.”
(Appendix A)

The teacher will then ask the essential questions- *If Chief Washakie were giving a speech to all the people in Wyoming today, would he emphasize education just as strongly as he did in in the late 1800’s? Why did Chief Washakie say, “Education is the weapon my people need to protect them?” Do you think his quote applies to all people? How does learning about the life of Chief Washakie give you a greater understanding of the information presented in the previous videos: The People of the Wind River, Who are the Shoshone, Who are the Arapahoe, Tribal Government, and The Culture of the Shoshone People?*

STEP BY STEP PROCEDURE:

1. The teacher will begin by giving all students a copy of the picture of Chief Washakie and his quote. The class will read the quote together. The students will be given think time to reflect on his picture and quote. (Appendix A) The students will then complete a quick write on what the quote means to them. The students will share their quick write with a partner.
2. The teacher will post the essential questions on the board-1. If Chief Washakie were giving a speech to all the people in Wyoming today, would he emphasize education just as strongly as he did in the late 1800’s? 2. Why did Chief Washakie say, “I fought to keep our land, our water and our hunting grounds-today, education is the weapon my people need to protect them.”? 3. Do you think his quote applies to all people? The students will refer to the questions daily throughout the lesson and jot down their thoughts in their journals after reading materials, completing the daily research and watching the video.



3. The teacher will state the objective and write it on the board: Students will write and deliver a speech pretending to be Chief Washakie talking to the people of the 21st Century. Students will include in their speech specific historical events and decisions made by Chief Washakie that continue to impact people in the 21st Century.
4. The teacher will give the students the criteria sheet for the written speech and for presenting the speech. (Appendix B)
5. The teacher will have the students watch the video about Chief Washakie and ask the students to keep in mind the previous videos to make connections to: *Who are the People of the Wind River Reservation, Who are the Shoshone, and the Tribal Government*. The teacher will hand out a graphic organizer (Appendix C) to assist the students in identifying the historical events when Chief Washakie was a child, a young warrior, when he became a leader, and how the historical events have impacted the people who live in Wyoming.
6. Students will do a close read with the attached documents (Appendix D). They will add more information to their graphic organizer.
7. The students will work in teams researching on the computer and use recommended references to support the information presented in the video.
8. The students will then be given time to work on their speeches. The students will follow the criteria sheet when writing their speech. Students will have a partner to peer review speeches using the criteria sheet.
9. Once the students have completed their final drafts of their speeches, they will each deliver their speech pretending to be Chief Washakie talking to the people of the 21st Century. Students will include in their speech specific historical events and decisions made by Chief Washakie that have impacted people in the 21st Century.
10. Each student will use the speech scoring guide to evaluate themselves and their peers.

REVIEW:

Following the speeches the students will get into groups and compare historical events that were mentioned. The students will have a group discussion responding to the essential questions. The teacher will call on each group allowing the groups to share their thoughts.

EVALUATION:

Students will write and deliver a speech pretending to be Chief Washakie talking to the people of the 21st Century. Students will include in their speech specific historical events and decisions made by Chief Washakie that continue to impact people in the 21st Century.

Each student will use the speech scoring guide to evaluate themselves and their peers.

ADDITIONAL MATERIALS:

Appendix A- Picture of Chief Washakie and Quote



Appendix B- Speech Scoring Guide

Appendix C- Chief Washakie's Life Graphic Organizer

Appendix D- Close Read: Chief Washakie Great Leader of the Shoshone People, Indian Chief Immortalized in Capitol's Statuary Hall, Washakie Given by Wyoming to the National Statuary Hall Collection

Appendix E- List of online references

Appendix F-List of additional references

EXTERNAL RESOURCES:

Video: *Washakie – Last Chief of the Shoshone*

<http://video.wyomingpbs.org/video/2365251986>

“Chief Washakie: Great Leader of the Shoshone People.” *National Park Trips Media*

<http://www.yellowstonepark.com/chief-washakie-a-voice-for-the-people/>

“Indian Chief Immortalized in Capitol's Statuary Hall,” by Ryan Alessi. *Scripts Howard Foundation Wire*

<http://www.shfwire.com/indian-chief-immortalized-capitols-statuary-hall/>

The Glorious Quest of Chief Washakie by Ralph H. and Mary Tillman. Filter Press

http://www.filterpressbooks.com/catalog_i6017987.html

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>



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Craft and Structure:

CCSS.ELA-LITERACYRH.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-LITERACYRI.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.

Text Types and Purposes:

CCSS.ELA-LITERACYW.8.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) Grade 8

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).

SS8.4.4

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

SS8.8.4.a

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



Writing Standards

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3

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

Language Arts Standards-Grade 8

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.