



## Module 4

### WHO ARE THE NORTHERN ARAPAHO PEOPLE?

#### Lesson Plan # 1

**LESSON PLAN DEVELOPED BY:** Iva Moss – Northern Arapaho

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

**Craft and Structure:**

CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure  
CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and details:  
CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure  
CCSS.ELA-LITERACYW.8.1 - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.1.A - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.1.B - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.1.C - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.1.D - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.1.E - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.3 - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.3.A - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.3.B - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.3.C - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.3.D - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.E - Text Types and Purposes  
CCSS.ELA-LITERACYW.8.7 - Research to Build and Present Knowledge  
CCSS.ELA-LITERACYW.8.8 - Research to Build and Present Knowledge  
CCSS.ELA-LITERACYSL.8.1 - Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.1.A - Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.1.B - Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.1.C - Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.1.D - Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.2 - Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.3- Comprehension and Collaboration  
CCSS.ELA-LITERACYSL.8.4 - Presentation of Knowledge and Ideas  
CCSS.ELA-LITERACYSL.8.5 - Presentation of Knowledge and Ideas

**WYOMING STANDARDS ADDRESSED IN LESSON:**

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 2 – SS8.2.1



Language Arts Standards (2012) Grade 8  
Reading Standards for Literature  
Key Ideas and details  
Craft and Structure  
Writing  
Speaking and Listening  
Presentation of Knowledge and Ideas

**DURATION:** 2 Days (40 minute class periods)

**MATERIALS REQUIRED:**

*The Arapaho* (author unknown)  
See attached pdf.

The Arapaho Project, Language  
<https://www.colorado.edu/p165b93cd191/language/dictionary>

The Arapaho Project, Contemporary Life  
<https://www.colorado.edu/p165b93cd191/contemporary-life>

Other Resources  
*Four Hills of Life* by Jeff Anderson, University of Nebraska Press  
<https://www.nebraskapress.unl.edu/university-of-nebraska-press/9780803260214>

**KEY VOCABULARY:**

Nomadic –

Hierarchy –

Societies -

**DESCRIPTOR:**

This lesson will introduce the Arapaho social and ceremonial structures.

**LEARNING OBJECTIVES:**

Students will be able to:

1. Compare and contrast between their social and ceremonial structures.
2. Understand the hierarchy of the Arapaho Tribe.
3. Analyze how their social and ceremonial structures contribute to their cultural identity.

**LESSON INTRODUCTION:**

Having a hierarchy and social structure kept order in the tribe for ceremonial and social events. These types of hierarchy and social structures taught the men and women their roles within the tribe. By understanding their roles the tribal members demonstrated high organization within the circle.

**STEP BY STEP PROCEDURE:**

1. Introduction
2. Class discussion about the Arapaho tribe. Do you know who the Arapaho Tribe is? Where do they live?
3. Play video #4 – “Who are the Northern Arapaho?”
4. Students will read the handout “The Arapaho”
5. Teacher will lead the discussion about the hierarchy and social structures within the tribe.
6. Teacher can show the websites about the social structures of the men and women.
7. Teacher will review with the students about the Arapaho societies, the hierarchy, and social structure.

**REVIEW:**

1. The eight societies within the tribe
2. The importance of the ceremonial hierarchy
3. Gender roles throughout the tribe

**EVALUATION:**

Students should be able to build a model that of a family tree, but with the hierarchy structure within the tribe.

Compare and contrast the roles for the men and women with a T graph

**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.

**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 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.

**CCSS.ELA-LITERACYSL.8.3**

- 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****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.

**CCSS.ELA-LITERACYSL.8.5**

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

**WYOMING STANDARDS ADDRESSED IN LESSON (Expanded):****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.

**Language Arts Standards (2012) Grade 8****Reading Standards for Literature****Key Ideas and details**

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**

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

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

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

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

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

Establish and maintain a formal style.

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

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

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.

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

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.

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

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

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.

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.

- 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.

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

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.

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



## THE ARAPAHO

The oldest traditions among the Arapaho place their original home somewhere east of the headwaters of the Mississippi River. Here they lived in stationary villages and tilled the soil, raising large crops of corn. They eventually migrated to the headwaters of the Missouri River and from there onto the Plains. At this juncture they ceased to farm and became nomadic buffalo hunters. In their first migrations, the Arapaho moved in company with the Cheyenne. About 1835, both tribes divided, the greater portion of each moving south to the Arkansas River region in what is now eastern Colorado. After that, the Southern Arapaho and Southern Cheyenne remained closely allied, but the Northern Arapaho and Northern Cheyenne became mainly independent nations.

Before 1840, the Arapaho were at war with the Navaho, Utes, Shoshone, Sioux and Pawnees. After that time they were at peace with the Plains tribes but sometimes joined the Comanche and Kiowas in raids into Mexico.

The tribe numbered something like 3,500 in 1775 and had decreased to about half that size by 1900. They were known by all as a friendly, contemplative and religious people who were nevertheless renowned for their accomplishments in war. The Sun Dance was their greatest annual religious ceremony, and much of their personal lives was centered in visions and dreams. They were a trading group between the Pawnees, Osage and others on the north and among the Kiowas, Comanche and others on the south, which caused them to be referred to as "he buys or trades." The Cheyenne called them Cloud Men, and they referred to themselves as People of Our Own Kind.

The Arapaho grouped their tribal ceremonies into three divisions. The first of these was the Sun Dance ceremony.

The second ceremonial division of the Arapaho consisted of the male societies. The men and youths of the entire Arapaho tribe were organized into eight age-graded societies, comprising a system that closely resembled that of the Gros Ventre. These groups were both

military and religious in spirit, and the two societies composed of the oldest men were almost totally religious. The regalia of the first six orders included either actual war weapons or symbols of weapons. Following the usual Plains custom, in most of the orders selected individuals were expected to evidence special heroism in defense of the tribe whenever the people were hard pressed in battle. Accordingly, in each society there were certain renowned positions held by especially courageous and capable men, who were distinguished from the rest of the society members by their special regalia and their parts in the conduct of ceremonies.

Curtis names the eight Arapaho societies as follows:

Fox-men

Star-men or Star Falcons

Club-men or Tomahawk

Lance-men or Staffs

Crazy-men--also called the Lime-crazy Men or Moths

Dog-men

Sweat-lodge or the Stoic-lodge

Water-pouring or Water-sprinkling Old Men

According to some authorities, boys under twelve years of age were permitted to serve in menial capacities for the various societies, and girls under the age of fifteen could dance in restricted roles in the Women's Buffalo dance. However, actual membership in the first and lowest society could not be purchased until the age of fifteen or sixteen had attained.

Once that age had been reached, a youth was expected to begin his climb up through the eight orders, and he would continue to do so until he was killed in battle or reached the venerable age of seventy or so, at which point he could retire.