



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 (2014) 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, Social Traditions – Gender Roles for Children

<http://www.colorado.edu/csilw/arapahoproject/traditional/social.genderroles.kids.html>

The Arapaho Project, Social Traditions – Gender Roles for Adults

<http://www.colorado.edu/csilw/arapahoproject/traditional/social.genderroles.teachers.html>

Other Resources

Four Hills of Life by Jeff Anderson, University of Nebraska Press

<http://www.nebraskapress.unl.edu/product/978-0-8032-6021-4-The-Four-Hills-of-Life,671268.aspx?skuid=11006>

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 (2014) 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., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and 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.