



## Module 6

### PRESERVING THE WAYS – CULTURE & TRADITION

#### 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.6-8-4 - Craft and Structure:

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.SL.8-1 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-1.A - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-1.B - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-1.C - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-1.D - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-2 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-3 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-4 - Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8-5 - Presentation of Knowledge and Ideas

#### **WYOMING STANDARDS ADDRESSED IN LESSON:**

Wyoming Social Studies Standards (2018) Grade 8

(see Standard Definitions at end of Lesson)

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

WY Standards 4: SS8.4.4

Language Arts: (2012) – Grade 8

Writing

Speaking & Listening

Presentation of Knowledge & Ideas

**DURATION:** 3 Days (40 minute class periods)

#### **MATERIALS REQUIRED:**

“I AM” poem handout (includes example)

Video #6 Worksheet



Dreamcatcher project - Go to the websites below to determine what size and how detailed you would like for the dreamcatchers to be for this project. Suggestion: make a small dreamcatcher for beginners.

The website provides materials needed, detailed step-by-step instructions and tutorials on how to make dreamcatchers.

How to Make Dreamcatchers

<https://www.youtube.com/watch?v=Vmtkc7FOWLw>

Note: When students are independently working on dreamcatchers, teacher may want to play Native American Indian music from the following website (it consists of a variety of the different types of Native American Indian music)

<http://www.powwows.com/2012/08/03/pow-wow-radio-247-native-american-pow-wow-music/>

Invite a local drum group from the Wind River Reservation to sing and participate in the round dance social gathering (Contact any school on the Reservation and ask to speak with a culture teacher or consultant).

OR

If not possible go to YouTube and type in “Native American Round Dance” (a variety of songs and videos are available to share with students but teacher may need to select one prior to day 3 lesson). One link is provided but there are many videos to choose from. This site was specifically chosen because it shows how the youth are learning their ways and demonstrates what a round dance looks like.

<https://www.youtube.com/watch?v=Yuu5z56gCWY>

**KEY VOCABULARY:**

Preserve -

Unique -

Optimistic -

Resistant -

Identity -

Pride -

Tradition -

**DESCRIPTOR:**

In this lesson, students will watch video #6 – “Preserving the Ways: Culture & Tradition.” In the previous videos, students were introduced and learned about the establishment of the Wind River Reservation, why Native American History should be taught, the Northern Arapaho Tribe, the Eastern Shoshone Tribe, and tribal government. This next video focuses on the importance of education amongst the two tribes yet realizing the need to stay connected to their culture and traditions. After viewing the video, students will create an arts and craft project (dreamcatcher), write a “I am” poem, and participate in one of many social dances amongst all tribes across the Nation.

**LEARNING OBJECTIVES:**

Students will demonstrate an understanding about the importance of education and preservation of the language and culture among the Northern Arapaho and Eastern Shoshone Tribe from the past, present, and future through a hands-on project, poem, and participation that will be assessed using the adopted writing and listening/speaking rubrics.

**LESSON INTRODUCTION:**

Teacher: Say, *“We have been learning about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. We are now at the last video that will teach us about how these two tribes are emphasizing the importance of education but at the same time, how students are realizing their identity plays an important role as they are reaching for their dreams/goals.”*

Teacher: Ask, *What is the definition for ‘identity’?* Definition: the fact of being who or what a person or thing is. Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for *identity*, using the think-pair-share method, have students pair up and share the characteristics that make up their own identity. Write definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share ‘identity’.

Teacher: Say, *Now that we have a better understanding of the word ‘identity’ and shared your personal identity with a partner, we are now going to watch the video titled ‘Preserving the Ways- Culture and Tradition’. As I mentioned earlier, this video focuses on both education and preserving the ways, but to give you a little more background information, the education part provides us with the history of how education was viewed compared to the present and future of Native American students. It also shows how students are reconnecting with their culture and traditions.*

Teacher: Say, *Before I start the video, I would like to inform you ahead time what assignments/activities we will be doing in this lesson. We will be completing a worksheet that accompanies the video, writing an ‘I AM’ poem, making an arts & craft project called a dreamcatcher, and finally, we will be participating in a social dance called a round dance. I will go into more detail as each one approaches.*



## **STEP BY STEP PROCEDURE:**

### **Day 1: Introduction**

Introduce the lesson using the dialogue above. After the introduction, teacher:

1. Will hand out the worksheet for video #6 (attached) and read aloud the directions and questions to the students.
2. Play video #6 for the first time (stress that the students listen to the content presented) and that they will be watching it again a second time to help them complete the worksheet.
3. Allow time for students to answer any of the questions they know the answers to (independent work that will be used for ‘check for understanding’).
4. Play video #6 again (this time have students fill in the worksheet as they hear the answers to the questions they did not complete in step 3).
5. Gather worksheets to check for understanding of content.
6. As whole group, discuss the answers to the questions.
7. Hand out the “I AM” poem template and example written from a Northern Arapaho Tribal member. (The purpose of the example is to show how Native American Indian students have dreams and goals through education yet they know they will face challenges/obstacles beyond the reservation boundaries.) Read aloud template and example.
8. Have students start assignment. If they do not finish, assign as homework and have it completed for the next class period.
9. Closure: To check for understanding, as whole group, very briefly ask students what was covered in today’s lesson.

### **Day 2: Dreamcatcher Arts & Crafts Project**

1. Start the lesson by summarizing what was covered in Day1. Have students get out their “I AM” poems and ask if there are any volunteers who would like to share with the class.
2. Next, tell students that the lesson for today will focus on making an arts & crafts project called a dreamcatcher. For teacher background information on dreamcatchers, visit the following website <http://classroom.synonym.com/indian-dreamcatcher-beliefs-6537.html> Tell students the dreamcatcher is circular in shape because in most Native American Cultures, a circle represents life, there is no beginning and no end. Next, tell the students the purpose of the web, how it catches the bad dreams and allows the good dreams to pass through. At this point, the teacher can tell students that a possible good dream that may pass through the web for Native American Indian students is the dream of ‘being successful’
3. Tell students that they will now be watching a tutorial on the internet that will show them how to make a dreamcatcher. (prior to class, have website ready to view and materials for project set up in classroom)



4. Start project. Assist students as needed. Allow the remainder of the class period to work on dreamcatcher. Leave project at school for first part of day 3 lesson.
5. Closure: To check for understanding, ask students what they learned today about dreamcatchers.

### **Day 3: Social Round Dance**

(Invite a Traditional club, Indian club, or Tribal Consultants from the Wind River Reservation for an all school assembly. If this is possible, have guest(s) speak more in depth about some of the topics covered in day 1 & 2)

Classroom activity (if not possible for an all school assembly):

1. Prior to class, teacher will need to have computer set up and website ready to view. Background information for teachers can be found at the following site but there are numerous sites that can be researched about the ‘round dance’ if time allows:  
<https://www.youtube.com/watch?v=Yuu5z56gCWY>
2. Briefly review day 1 & 2 lessons emphasizing on individual dreams/goals related to all levels of education, even Native American Indian students residing on the Wind River Reservation. Be sure to include how the Eastern Shoshone, Northern Arapaho and students from other tribes have to ‘Walk in Two Worlds’ as they strive for their endeavors.
3. Tell students that it is now the last activity for the entire unit about “Why Teach Native American History?” in Wyoming classrooms. Inform them it is called a social round dance.
4. Share with the students what a round dance is and watch the video. Use the link provided in the MATERIALS REQUIRED section at the beginning of this lesson.
5. Now that students have been provided the background information to participate in a social round dance, using speakers-play a round dance song from youtube and dance in a circle in the classroom or move to the gym/outdoors.
6. Closure: To wrap-up the entire unit, tell students that they should now know more about why Native American History should be taught in the classroom but more specifically, how they learned about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River
7. Reservation here in Wyoming. Tell them that all Native American Tribes across the Nation have the same dreams/goals as non-natives do for their children/students yet they are unique individuals because they continue to remain connected to their ‘identity’-Who They Are.

OR

All School Assembly:

1. Present plan and get administration approval. Have assembly in gym and make sure sound system is working.



2. Ask for student volunteers to speak at the assembly. Have them share what they have been learning about in the classroom.
3. Teacher will now follow the steps 3-6 listed above under Classroom activity.

**EVALUATION:**

All the lessons for this video are tied directly to the Social Studies Standards but the lessons may be evaluated by other content areas.

Video #6 Worksheet- Use District adopted grading scale

‘I AM’ poem- Use District adopted Language Arts grading scale or rubric

Dreamcatcher- Suggestion: Use art class rubric (project) or language arts rubric (following directions).

Social Round Dance- Physical Education standards rubric

\*\*Display student work throughout the school an in the classroom.



## Video #6-Preserving the Ways Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

### Directions:

1. Read all questions before you view the video.
2. Watch the video for the first time.
3. Answer the questions below that you can.
4. Watch the video a second time. Complete the worksheet using fill in the blanks or answer each question using complete sentences (restate).
5. In whole group, discuss the answers to each question to gain an understanding of what the purpose of the video was intended for.

### Questions:

1. Over the last \_\_\_\_\_ years, Native Americans have overcome many obstacles in their struggle to survive in a \_\_\_\_\_ world and \_\_\_\_\_ their ways.
2. Why are both tribes working hard to maintain traditions, much of their land, and resources?
3. Today, many media focuses on the crime, drugs, and gangs but according to Sam Dresser, how do the people on the reservation want to live?
4. In the past, why were families hesitant/resilient to share information with their children?
5. In the quest to preserve Native history, who were the invaluable links to past history and culture?
6. How was tribal history passed down to the next generation? \_\_\_\_\_
7. According to Darwin St. Clair, what were the 'teachings' to the youth focused on?
8. Today, what do the younger people on the Wind River Reservation desire?
9. What two topics are being regenerated among both tribes on the Wind River Reservation?
10. According to Marian Scott, 'The Arapaho Language is a \_\_\_\_\_ and it's \_\_\_\_\_'.
11. According to Roberta Engavo, 'The Shoshone Language is like a \_\_\_\_\_. It will \_\_\_\_\_ you across to what you want to know in life'.



12. List 3 things that Native Students have in addition to what they share with non-native students.

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13. What are both tribes trying to do with media?

14. “The educational opportunities have grown \_\_\_\_\_ from past generations.”

15. When students/kids see someone who looks like them in certain positions (a teacher, a lawyer, a doctor, etc), what does it become for them? \_\_\_\_\_





## Video #6 Preserving the Ways Worksheet

### ANSWER KEY

1. 150, CHANGING, PRESERVE
2. To preserve their identity for their children and grandchildren.
3. Simple, in peace, keep our culture going and our ceremonial ways.
4. They didn't want to get into trouble.
5. Families, parents, grandparents, aunts, uncles
6. Oral
7. 'Where you came from'
8. To reconnect with our past history
9. Language and culture
10. Gift from the Creator, sacred
11. Bridge, walk
12. Songs, dances, ceremonies
13. Integrate it as a resource
14. Immensely
15. Reality



## "I AM" Poem

### FIRST STANZA

I am (2 special characteristics you have)  
I wonder (something of curiosity)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

### SECOND STANZA

I pretend (something you actually pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that bothers you)  
I cry (something that makes you sad)  
I am (the first line of the poem repeated)

### THIRD STANZA

I understand (something that is true)  
I say (something you believe in)  
I dream (something you dream about)  
I try (something you really make an effort about)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)

“I AM”

I am Northern Arapaho  
I wonder if I will reach my goal  
I hear words of encouragement  
I see my diploma  
I want to be successful  
I am Northern Arapaho

I pretend I am a leader  
I feel determination  
I touch beyond the reservation boundaries  
I worry about the challenges I will encounter  
I cry when I don't reach my full potential  
I am Northern Arapaho

I understand that education is important  
I say “I can do it”  
I dream of being a role model  
I try my best  
I hope my future is bright  
I am Northern Arapaho



**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.

**Text types and Purposes:**

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

**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.SL.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.SL.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.SL.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.SL.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.SL.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-LITERACY.SL.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-LITERACY.SL.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.SL.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.

#### 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 4 - Time, Continuity, and Change -**

Students analyze events, people, problems, and ideas within their historical contexts.

#### 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)

### **Language Arts Standards (2012) Grade 8:** **Reading Standards for Literature**

#### Writing

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

### 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