



Module 6

LIVED HISTORY: THE STORY OF THE WIND RIVER VIRTUAL MUSEUM

Lesson Plan #2

LESSON PLAN DEVELOPED BY: Lynette St. Clair – Eastern Shoshone

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.RH.6-8.1 – Key Ideas and Details
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 STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.3

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

WY Standard 4: SS8.4.2, SS8.4.3, SS8.4.4, SS8.4.4.a, SS8.4.5

WY Standard 5: SS8.5.2, SS8.5.3



Language Arts Standards (2012) Grade 8
(See Standard Definition at end of lesson)

Reading Standards for Literature

- Key Ideas and details
- Craft and Structure

Writing

Speaking & Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

DURATION: Multiple class meetings

LESSON OVERVIEW:

In this lesson, students will explore the importance of preserving traditional knowledge and objects. Students will be introduced to tribal members from the Wind River Reservation and understand how stories are told through objects and art. Students will learn about the importance of preserving Native culture and how traditions are passed down from generation to generation. Students will understand the reason why Native Americans were “studied” by Anthropologists and how many tribal objects, items, and pictures were collected. A better understanding of the people’s long-standing close connection to their surroundings and natural resources will be gained.

MATERIALS REQUIRED:

Lived History, the Story of the Wind River Virtual Museum (Video)
<http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>.

Internet Access / computers

Shoshone Voices, Native Choices (Video, 6:26)

Fascinating Learning Factory

<http://www.fascinatinglearningfactory.org/shoshone-voices-native-choices>

Online access for research

Student journal with pencil and paper for notes

Lesson Plan Worksheets

KEY VOCABULARY:

Shoshone –

Arapaho –

Museum –

Anthropologist –



Curator –

NAGPRA –

Repatriation –

Sacred –

Artifact –

Episodic –

Roach –

Preservation –

DESCRIPTOR:

In the heart of the old west lies a reservation that serves as home to two Native American tribes; the Eastern Shoshone and Northern Arapaho. In the video documentary, Lived History-The Story of the Wind River Virtual Museum, the significance and purpose of tribal artifacts is discussed. The history of the items and the role that younger generations play in the preservation of the items is presented.

The attached lessons will help students understand the need for collaboration between states and tribes in the preservation and return of tribal artifacts. Students will develop reasoning and critical thinking skills by examining the policies that were established to protect the integrity of sacred sites and come away with a new perspective of the way in which customs and traditions play a significant role in tribal life. They will also explore their own cultural identity through these lessons and understand the attributes culture.

LEARNING OBJECTIVES:

1. Explore their own cultural identity and understand that culture is a system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of people. It includes customs, language, and material artifacts that are transmitted from generation to generation.
2. Name three objects identified in the Lived History video and gain an understanding of their uses and cultural significance.
3. Identify some of the resources used to make traditional items and locate areas in which these resources are found.

TEACHER PREPARATION RESOURCES:

Teachers should view the documentary then read over the entire lesson plan and attachments to understand how Native American items were acquired and the purpose behind many collections, both private and public. This lesson will take multiple class periods to complete and teachers should plan accordingly.

STEP BY STEP PROCEDURE:

Day One

Watch video *Lived History: The Story of the Wind River Virtual Museum*

The video viewing time should be divided into two parts, so as to allow time for question and answer session. Students should be allowed to take notes during the viewing.

After the documentary has been viewed, follow up with these questions:

1. Ask students, “Think about your heritage/culture. Who are your grandparents?”
Think, Pair, Share
Group share, ask students to volunteer/share their family heritage.
2. Now ask the student, “What is an heirloom?”
Group share, everyone writes consensus of a definition.
Students share in groups what they wrote and take notes from others.
Students look up word and compare definitions.
3. As a take-home project, students should access the Worksheet #3, “How Culture Defines Me.”
Have students visit with their parents, grandparents, and other family members about items presented on this sheet. Students should return to class prepared to discuss the cultural aspects of who they are.

Writing Activity:

1. Silent writing activity: Students write what their personal definition of an heirloom and how these items are handed down from family or ancestors.
2. Share writing activity with group, discussing a personal story about something they were given by their family. What is the heirloom/object? How many generations has this item been in their family? What are future plans for this heirloom?
3. If allowed, students should be given the opportunity to bring a picture of the item in to share with the group.

Writing prompt:

1. Identify what an heirloom is and compare that to how the objects in the video were acquired.
2. Students should compare/contrast the difference between a Native American artifact and an heirloom. Students will write about:
 - a. How some of the tribal artifacts were acquired. Some private collections bought items from grave-robbars and other individuals with no legal right to these objects.
 - b. Why did the Anthropologists study the Native Americans?
 - c. Why were Native Americans photographed and recorded?

Personal Reflection writing prompt:

Some Native American tribes are fighting for these objects/items to be returned (repatriated) to their tribes. Do you think the items on display in museums should be returned to the tribes to which they belong? What rights do the tribes have in regards to requesting items be returned?



Guide students with regard to this final question to the NAGPRA site [located in the resource section].

Teacher Preparation:

Over the past century, Native American ownership of items has been brought in to question. For example, the federal government passed legislation in 1979 regulating prospective discoveries of tribal remains and artifacts. This legislation required that Native American tribes be notified and disagree, if applicable, to object excavation. Subsequent congressional law passed in 1989, which is titled the Museum for the American Indian Act that directs the Smithsonian to inventory human remains and sacred objects. Further, this Act requires compliance with any legitimate requests for repatriation of an artifact. Then, in November of 1990, a significant policy was enacted to extend the rights of Native Americans in respect to post-enactment excavations of cultural items on federal and tribal lands. This statute is titled the Native American Graves Protection and Repatriation Act (NAGPRA). [See National Parks Service FAQ on NAGPRA in the resource section.]

Day Two

Students will begin by reviewing their writing from the Day One activities. During this class, they will discuss the difference between items being handed down from family members to descendants as opposed to artifacts being acquired from private collections for display in museums.

Student Activity: The Value of Voices of the Past

The tribal elders from the Shoshone and Arapaho Tribal community are present in the video. They share their perspectives and insight on the items identified at the Field Museum in Chicago. Using Worksheet #2, identify and label each item listed and describe their uses based on the elders' statements.

Listen to oral history recordings to hear the voices of ancestors from your community. What do you have in common with these individuals? How have their actions and ideas impacted life today?

To better understand the ways in which the Shoshone people are continually seeking ways to pass on knowledge to the youth, watch the video titled *Shoshone Voices, Native Choices* [See resource section for link to this short video].

As a result of this lesson, each student should be able to:

1. Understand that culture defines an individual and everyone has a culture.
2. Identify cause and effect relationships that exist in the preservation and management of tribal artifacts;
3. Describe alternative solutions to solving a specific problem.

EVALUATION:

Assess the students' understanding through participation in discussion and activities.

Evaluate the students' comprehension of the lesson through the question and answer sheets provided.



Team building and consensus will be demonstrated through collaboration of students in working groups.

Students will demonstrate a thorough understanding of cultural preservation and be able to identify the function of the objects within the video and its original context;

Students will be able to compare and contrast the way communities around the world engage with their elders; and

Analyze the physical and emotional impact of the artifacts and items presented within. Using technology, students will demonstrate an understanding of group dynamics through the collaboration process. Students will also utilize critical thinking skills by working in groups to develop final group projects as assigned.

For an additional opportunity to explore the diversity of indigenous peoples, students can go to the Infinity of Nations Culture Quest and explore different cultures. Collect all ten badges to become an Infinity of Nations Culture Quest Leader. [See Infinity Culture Quest link in resources section]

RESOURCES:

Lived History, the Story of the Wind River Virtual Museum (Video, 30:00)
<http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>.

Worksheets #1 - 3

Infinity of Nations
Smithsonian National Museum of the American Indian
<http://nmai.si.edu/exhibitions/infinityofnations>

“The Native American Graves Protection and Repatriation Act”
National Park Service, U.S. Department of the Interior
<https://www.nps.gov/nagpra/>

Shoshone Voices, Native Choices (Video, 6:26)
Fascinating learning Factory
<http://www.fascinatinglearningfactory.org/shoshone-voices-native-choices>

COMMON CORE STANDARDS ADDRESSED IN LESSON:**Craft and Structure:**

CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure

- 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 STATE STANDARDS ADDRESSED IN LESSON:**Social Studies Standards (2018) 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 (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States, Wyoming and tribal 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

SS8.2.1

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.

SS8.4.2

Describe how tools and technology in different historical periods impacted the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw the world (e.g., impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, and Industrial Revolution technologies).

SS8.4.3

Analyze the way current events affect all people, including Indigenous Tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.

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).

SS8.4.4.a

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

SS8.4.4.5

Identify relevant primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional story telling.

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.

Physical Place and Region

SS8.5.2

Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of the Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

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:

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.

Craft and Structure

1. 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

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - 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.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events
3. 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.
4. 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.

Language Arts Standards (2012) Grade 8:

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

1. 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.
2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



Lived History: The Story of the Wind River Virtual Museum

Worksheet #1

A Beautiful Tradition: The value of voices from the past.

1. Where is the Wind River Reservation located? What is its main geographical feature?

2. Which Wyoming tribes live on the Wind River Reservation?

3. What are two general cultural differences between the tribes?

4. Many of the objects/items collected are from private collections. How were these items collected? What was the reason behind the collection of items?

5. Why are museums important in preserving tribal artifacts?

6. What is the purpose of the virtual museum?

Worksheet #2 - Identify the following objects and their uses.











Worksheet #3 – My Past, My Present, My Future: How Culture Defines Me

Key Vocabulary:

Culture -

Visible Culture –

Invisible Aspects of Culture –

Stereotypes –

Bias –

Point of View –

Basic Needs –

Everyone has a culture. It shapes the way in which we perceive ourselves, the world, and others around us.

Writing Exercise

How does culture shape the way we see ourselves, the world, and others?

How does my culture shape me?

Why is it important to understand culture?

What does my culture have to do with the history of my family and the heirlooms/objects handed down to me?