



## Module #1

### WHY TEACH NATIVE AMERICAN HISTORY?

#### Lesson Plan #2

**LESSON PLAN DEVELOPED BY:** Veronica E. Miller – Northern Arapaho

#### **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

CY.RH.6-8-4 - Craft and Structure

CCSS.ELA-LITERACY.RH.6-8-5 - Craft and Structure

CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and details

CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure

CCSS.ELA-LITERACY.W.8.1 - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.A - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.B - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.C - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.D - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.E - Text Types and Purposes

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.W.8.7 - Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.8.8 - Research to Build and Present Knowledge

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 STATE STANDARDS ADDRESSED IN LESSON:**

Wyoming Career & Vocational Education – Grade 8 – (2014)

(See Standard Definition at end of lesson)

CV8.2.1 - Communication and Collaboration

CV8.2.2 - Communication and Collaboration

CV8.2.3 - Communication and Collaboration

CV8.3.1 - Critical Thinking and Problem Solving

CV8.4.1 - Technical Literacy

CV8.4.4 - Technical Literacy



Wyoming Social Studies Standards - Grade 8 - (2014)

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

WY Standard 3: SS8.3.5

WY Standard 4: SS8.4.1, SS8.4.3, SS8.4.4

WY Standard 5: SS8.5.2, SS8.5.3

Wyoming Language Arts Standards – Grade 8 – (2012)

Reading Standards for Literature

Key Ideas and details

Craft and Structure

Writing

Speaking & Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

**DURATION OF LESSON PLAN:**

Video = 4:04

<http://windriveredu.org>

Lesson Plan = 40 minutes

**MATERIALS REQUIRED:**

K-W-L Chart

Large chart paper

Wind River Reservation Map

**KEY VOCABULARY:**

Stereotypes- a widely held but fixed oversimplified image or idea of a particular type of person or thing.

Culture- the customs, arts, social institutions, and achievements of a particular nation, people or social group.

History- the whole series of past events connected with someone or something.

Perception- the state of being or process of becoming aware of something through the senses.

Perspective- a particular attitude toward or way of regarding something; a point of view.

**DESCRIPTOR:**

The history of Native people has never been told accurately in history books. It is the intention of the Wind River Education Modules to supplement and teach the native perspective and educate Wyoming students about the Wind River Reservation and expose the value and beauty of Native Cultures.



### **LEARNING OBJECTIVE:**

Students will gain and understanding of the purpose behind learning about the Arapaho and Shoshone people.

### **LESSON INTRODUCTION:**

The Wind River Reservation is home to 15,000 Tribal members of the Eastern Shoshone and Northern Arapaho Tribes. Both are very distinct tribes with different language, culture and history. Both Tribes are a sovereign nation with individual Tribal Governments. The five education modules will address: Who are the people of the Wind River Reservation? Who are the Eastern Shoshone? Who are the Northern Arapaho? How does Tribal Government work at the Wind River Reservation? And Preserving the Ways: Culture and Tradition.

Respect is one attribute that every culture has. When you view the video in Module 1 you will see an Arapaho elder who addresses Respect: “Respect your Language, Respect your Elders, Respect your land, Respect where you are at, Respect who you are.” What connection can you make to her statement? What do you think she means?

### **STEP BY STEP PROCEDURE:**

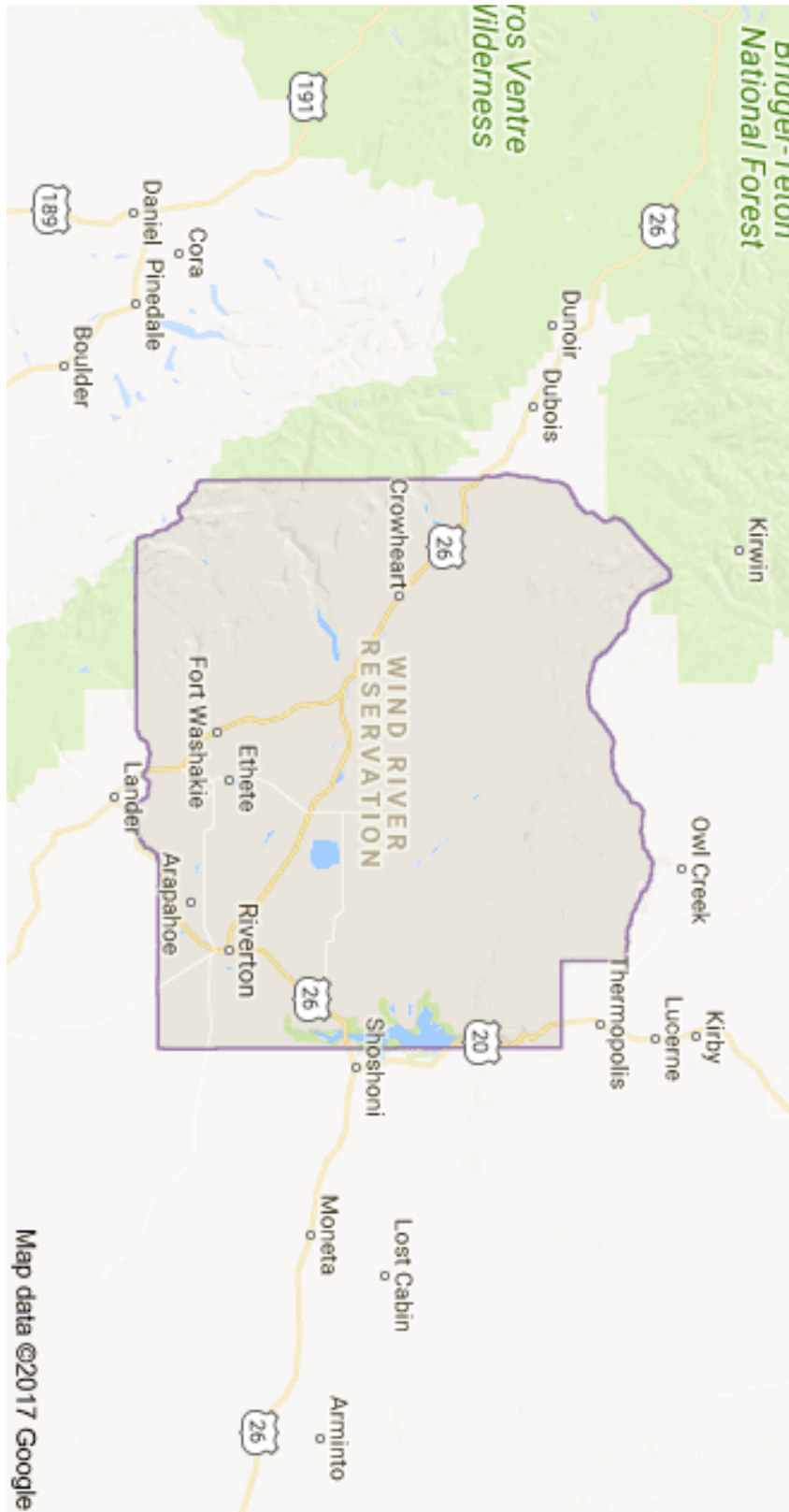
1. Distribute the map of the Wind River Indian Reservation to students and allow for discussion about the size and location of the WWR.
2. Distribute the K-W-L (Know, Want to Know, Learned) to each individual student and ask them to fill out the first column of the chart. “What do you “know” about Native people? Or the Wind River Reservation?
3. Teacher will have a large chart at the front of the room and will ask students “What do you know about Native People or the Wind River Reservation?” (Column 1) Students will fill in their own sheets.
4. Whole Group: Fill in the first column of the chart and allow for discussion. It is important to allow for individual answers even if not accurate in order for students to understand perspectives.
5. Introduce key vocabulary words asking if they know the meaning then giving students the definition to add to their notes.
6. Discussion. Second column- “What do we want to know about the Northern Arapaho or Eastern Shoshone people or the Wind River Reservation?”
7. Whole Group- fill in the second column of the K-W-L chart
8. Watch the Video
9. Students will fill in the last column of the K-W-L Chart “What I Learned”

### **REVIEW:**

10. Discussion.
11. Whole Group- fill in the last column of the K-W-L chart

### **EVALUATION:**

The K-W-L chart will be the document to demonstrate student learning. Classroom discussion and participation will also assist the teacher in evaluating the effectiveness of the lesson.



Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to know	What I <b>L</b> earned

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## **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.

CCSS.ELA-LITERACY.RH.6-8-5

- Describe how a text presents information (e.g. sequentially, comparatively, and causally).

### **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-LITERACY.W.8.1

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

CCSS.ELA-LITERACY.W.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-LITERACY.W.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-LITERACY.W.8.1.C

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

CCSS.ELA-LITERACY.W.8.1.D

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.E

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

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

**Research to Build and Present Knowledge:**

**CCSS.ELA-LITERACY.W.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-LITERACY.W.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-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 STATE STANDARDS ADDRESSED IN LESSON:**

#### **Wyoming State Career & Vocational Education Standards – (2014) Grade 8**

#### **2. Communication and Collaboration**

**Students develop the skills necessary to effectively lead, collaborate, and communicate.**

CV8.2.1

Career aware students effectively communicate using a variety of appropriate methods.

CV8.2.2

Career aware students successfully lead a group activity.

CV8.2.3

Career aware students actively participate as a team member to accomplish group goals while effectively working with diverse individuals/groups.

#### **3. Critical Thinking and Problem Solving**

**Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.**

CV8.3.1

Career aware students identify real-world problems and efficiently locate & effectively use various sources of information for informed decision making.

#### **4. Technical Literacy**

**Students effectively read, evaluate, write, and communicate technical information.**

CV8.4.1

Career aware students produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (\*CCSS W.9.4)

CV8.4.4

Career aware students integrate and translate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

(\*Adapted from CCSS R.CCR.7)

### **Wyoming State 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.





SS8.2.2

Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.

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).

**Content Standard 3 - Production, Distribution, and Consumption -**

Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS8.3.5

Describe how values and beliefs influence individual, family, and business decisions (microeconomics)

**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).

SS8.4.3

Analyze the way people and/or groups react to current events; 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).

**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 changes influenced historical events 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.

**Wyoming State Language Arts Standards – Grade 8 (2012)**

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.

## **Speaking & Listening**

### **Comprehension and Collaboration**

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  - 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.

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