



Module 3

WHO ARE THE EASTERN SHOSHONE PEOPLE?

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-LITERACYRH.6-8.1 - Key Ideas and Details

CCSS.ELA-LITERACYRH.6-8.4 - Craft and Structure

CCSS.ELA-LITERACYRH.6-8.7 - Integration of Knowledge and Ideas:

CCSS.ELA-LITERACYRL.8.1 – Key Ideas and Details

WYOMING STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standard 2: SS8.2.1, SS8.2.2

WY Standard 4: SS8.4.3, SS8.4.4

WY Standard 5: SS8.5.2, SS8.5.3

Language Arts Standards – Grade 9 (2012)

*Reading Standards for Literature

Key Ideas and details

DURATION: Flexible. Multiple Class Periods.

MATERIALS REQUIRED:

Blank Map Template of the United States

Blank Map Template of Wyoming

KEY VOCABULARY:

Shoshone –

Clans –

Uto-Aztecan –

Language –

Culture -

DESCRIPTOR:

Students research cultural and geographic locations to learn about the traditional land occupied by the Shoshone people.



LEARNING OBJECTIVES:

1. Students will learn about the Eastern Shoshone people through the use of research and technology.
2. Understand that the history of the Shoshone people in the Wind River Mountains dates back thousands of years.
3. Understand that the circle of life continues in a perpetual cycle and is passed on through oral tradition. These stories often taught a lesson to young people.
4. Understand the indigenous perspective of interconnectedness.

LESSON INTRODUCTION:

This lesson will introduce students to the significant cultural history of the Wind River Mountains and the Shoshone people's relationship with the mountainous terrain.

For thousands of years, the Shoshone people have lived in an intimate relationship with the world around them. This relationship is part of their worldview and it is through these relationships that individuals define themselves. Traditionally, the Shoshone people viewed their connection to the Earth as one of reciprocal understanding. What they took from Mother Earth, Be-yah Soe gope, was used in a respectful manner - nothing was wasted. The animals gave sustenance to the people and for that they were blessed.

The history of the Wind River Mountains is closely tied to the history of the Shoshone people. Past leaders of the tribe recognized the abundance of resources of the land that would provide for the people.

The Shoshone language has no written orthography which is why stories and language is passed on through oral tradition. Shoshone groups or clans were identified by a particular food or way of life relative to their existence. For example, Plains Shoshones who hunted Buffalo were referred to as "Gweechun dika" or Buffalo Eaters. Those living higher up in the mountains who lived and hunted the Big Horn Sheep were referred to as Dukudika, or Sheep Eaters.

Creation stories vary from each tribal band, but all share similarities that the people, animals, and elements of nature all play a specific role in the creation of the human race. The history of the Shoshone can be traced as far back as 4,000 years ago, around the building of the Pyramids and two centuries before Christ. ¹ Today, traditional stories play a significant role in the history of the Shoshone people and of the mountains from which the Shoshone have survived.

¹ In August, 2006, University of Wyoming Professor Richard Adams discovered a High Rise Village south of Dubois in the Wind River Mountains. The village is a prehistoric site between 10,500- 10,800 feet above sea level and contains the remains of 60 house structures. This site contains artifacts dating back 4,000 years and is next to a big horn sheep migration corridor. The Shoshone people of the Wind River relied upon sheep and pine nuts for sustenance. See Casper Star article dated 3/6/13.



STEP BY STEP PROCEDURE:

1. Have students read the Eastern Shoshone profile located in the resources for teachers section.
2. Using a map of Wyoming, have students locate the areas most inhabited by the Shoshone people.
3. Identify names of Shoshone clans. Have students explain how clans, or groups of people, were identified.
4. Have students research how long the Shoshone people have lived in and around the Wind River mountain areas by accessing information listed in the resources for teachers section. Students should give a presentation of their findings.

REVIEW:

1. Have the students located sources of information for this unit? If so, where were they located?
2. Based on the information presented, have the students developed an understanding of how clans were identified? If they were to name a clan that they came from, how would the student identify themselves?
3. Have the students discuss a historical place that they visited and create a short story about that place. If they haven't visited a historical place, have them research an interesting location on the Wind River Reservation and write a short poem or report on what they learned.

EVALUATION: (Detail how you plan to evaluate student learning)

Students will be evaluated on their ability to:

1. Locate the areas historically inhabited by the Shoshone people both past and present.
2. Explain the definition of clans and how they were identified.
3. Name the language group from which the Shoshone people are a part of.
4. Give a historically accurate PowerPoint or keynote presentation on the Eastern Shoshone tribe that provides proper citation of the textual evidence which supports their presentation and draws upon inferences made from the text.
5. Conduct research 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.
6. 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.



RESOURCES FOR TEACHERS:

A Brief History of Utah's Northwestern Shoshones

<https://utahindians.org/Curriculum/pdf/TribalHistories/shoshonehistory.pdf>

Classroom Resources for Native American History of Wyoming's Wind River Reservation

<http://jacksonholehistory.org/native-american/classroom-resources-for-native-american-history-of-the-greater-yellowstone/>

Lessons of Our Land: Native American Pre-K through 12 Curriculums.

<http://www.lessonsofourland.org>.

“Social Studies Model Lessons: The Treaty Period — American Indian Perspectives.” Montana Office of Public Instruction, 2014

<http://opi.mt.gov/PDF/IndianEd/Search/Social%20Studies/HS%20Treaty%20Period.pdf>.

Sniffin, B. (2013). “Ancient Wyoming mountain residents lived during the times of the pyramids.”

<http://www.sheridanmedia.com/news/ancient-wyoming-mountain-residents-lived-during-times-pyramids62736>

Tribal Resources:

Shoshone & Arapaho Tribal Fish & Game Department

Wind River Environmental Quality

Shoshone & Arapaho Tribes Joint Business Council



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACYRH.6-8.1

- Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure:

CCSS.ELA-LITERACYRH.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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACYRH.6-8.7

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Key Ideas and Details:

CCSS.ELA-LITERACYRL.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.

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.

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.

Content Standard 4 - Time, Continuity, and Change

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

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.

LANGUAGE ARTS STANDARDS – GRADE 8 (2012)

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.