



## Module 3

### WHO ARE THE EASTERN SHOSHONE?

#### “Washakie – Last Chief of the Eastern Shoshone”

#### Lesson Plan #2 - “Follow In His Footsteps” (Character Education)

**LESSON PLAN DEVELOPED BY:** George Abeyta, Ann Abeyta, John Washakie and Zedora Enos - 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.RI.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 Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

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

WY Standard 3: SS8.3.5

WY Standard 4: SS8.4.4, SS8.4.4.a

WY Standard 5: SS8.5.3, SS8.5.3.a

Language Arts Standards (2012) Grade 8

Reading

Writing

Speaking/Listening

**DURATION:** Video = 57:35 minutes. 3 – 4 Class periods (50 min each)

**MATERIALS REQUIRED:**

Video: *Washakie – Last Chief of the Shoshone*

<http://video.wyomingpbs.org/video/2365251986>

“Chief Washakie: Great Leader of the Shoshone People.” *National Park Trips Media.*

<http://www.yellowstonepark.com/chief-washakie-a-voice-for-the-people/>

**KEY VOCABULARY:**

Character –

Character traits –

Wise –

Wisdom –

Kind –

Kindness –

Generous –

Generosity –

Courage –

Courageous –

Noble –

Nobility –



Considerate –

Consideration –

Negotiate –

Negotiator –

Citizen –

Citizenship –

Humble –

Humility –

Peacemaker –

Strategy –

Strategies –

Strategist –

Foresee –

Foresight –

Predict –

Valor –

Prowess –

Reputation –

**DESCRIPTOR:**

Through a brief study of character traits and qualities, students will understand how character ultimately determines the choices we make. Students will identify Washakie’s character traits and qualities and how they affected the choices he made. His wisdom and great leadership lead to his fame and prominence as a notable figure in Wyoming history. Students should understand that if they follow Washakie’s example, they can be successful; for he knew when to push the limits while still maintaining peace and positive relationships, which in turn lead to positive outcomes for him and the Eastern Shoshone tribe, as well as the citizens of the great state of Wyoming.

**LEARNING OBJECTIVES:**

1. Character traits and qualities describe every individual and determine life choices for all.
2. Practice identifying “cause and effect” with historical events based on character qualities. For example: Indigenous people historically welcomed European visitors, because they were friendly and kind. This allowed them to settle America, which led to tensions, disputes and conflict.
3. These skills will be assessed in a short essay between 500 and 1000 words. Students will write a short essay including at least three character traits and or qualities of Washakie and how they affected his decisions and actions throughout his life. Students should gain a basic understanding of good and bad qualities and how they lead to favorable or unfavorable circumstances and outcomes and apply this knowledge to their own lives.

**LESSON INTRODUCTION:**

Teacher(s) will introduce character traits and qualities and give examples of how they have affected the decisions, choices and or actions of historical figures throughout history.

**STEP BY STEP PROCEDURE:**

1. Students will practice making predictions based on character qualities and traits, after a review of the basic concept of “cause and effect.”
2. Students will be directed to list as many character traits and qualities to describe Washakie as they can, as they watch the video, “Washakie – Last Chief of the Eastern Shoshone”.
3. Students will watch and take notes on the video “Washakie – Last Chief of the Eastern Shoshone” and read the passage from the Yellowstone website, “Chief Washakie: Great Leader of the Shoshone.
4. Discuss in small groups the qualities noted that describe Washakie from the video and the reading passage.
5. Quote evidence to support claims made in the video and passage.
6. Discuss how some biographies are not accurate and are sometimes debated. The biographies that are often debated are the ones that may have inconsistencies or contradicting information in the same passage. Direct students to ask, identify then explain: “Are there any contradicting claims in this passage? If so what are they and how do they differ. If not, explain.” (Students should understand that while Washakie was a warrior and won many battles in earlier years, during the height of tensions between settlers and the tribes, he maintained peace. His ability to maintain peace, eventually led to a positive working relationship with the U.S. government.)
7. Students will respond to the video by listing Washakie’s qualities and character traits and give examples of how these qualities lead to the choices and accomplishments, which ultimately defined him.



8. Finally, students will write a short essay including at least three character traits and or qualities of Washakie and how they affected his decisions and actions throughout his life. (Students should gain a basic understanding of good and bad qualities and how they lead to favorable or unfavorable circumstances and outcomes and apply this knowledge to their own lives.)

### **REVIEW:**

Review the basic concept of character traits and qualities and how they define who we actually are. In a teacher lead class discussion, compare and contrast character and reputation. The point should be made that character is who we actually are, while reputation is how others view us.

### **EVALUATION:**

1. 4 Students will earn **Distinguished** status if:

- \*They can summarize the life of Chief Washakie and his accomplishments.
- \*They can identify at least three of Washakie’s character traits and connect them to resulting events.
- \*They can relate and apply these traits to their own lives and the possible impact on their future.
- \*They can demonstrate a clear understanding of both good and bad character qualities.

2. 3 Students will earn **Accomplished** status if:

- \*They can summarize the life of Chief Washakie and his accomplishments.
- \*They can identify at least three of Washakie’s character traits and connect them to resulting events.
- \*They can relate and apply these traits to their own lives and the possible impact on their future.

3. 2 Students will earn **Successful** status if:

- \*They can summarize the life of Chief Washakie and his accomplishments.
- \*They can identify at least three of Washakie’s character traits and connect them to resulting events.

4. 1 Students will earn **Progressing** status if:

- \*They can summarize the life of Chief Washakie and his accomplishments.

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

#### **Craft and Structure:**

CCSS.ELA-LITERACY.RH6-8.4

- 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.RI.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:**

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.

SS8.2.4

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 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.

#### SS8.4.4

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).

### **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.

#### **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.

#### SS8.5.3.a

Explain how the migration and settlement patterns of indigenous tribes influence place (e.g., migration of pre-Columbian Tribes, and reservation movement).

### **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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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.
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