



Module 6

PRESERVING THE WAYS: CULTURE AND TRADITION

Lesson Plan #2

The Shoshone & Arapaho Tribes and the Boarding School Experience

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.6-8.1 - Key Ideas and Details

CCSS.ELA-LITERACY.RH.6-8.2 - Key Ideas and Details

CCSS.ELA-LITERACY.RH.6-8.4 - Key Ideas and Details

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 (2014) Grade 8

(see Standard Definition at end of lesson)

WY Standard 1: SS8.1.3

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

WY Standard 4: SS8.4.3, SS8.4.4

WY Standard 5: SS8.5.2

WY Standard 5: SS8.5.3

DURATION: Multiple class periods over three weeks

MATERIALS REQUIRED:

DVD player

Computer

Online access to resources listed in the resource section of this lesson plan.



KEY VOCABULARY:

Preservation –

Identity –

Stereotype –

Prejudice –

Culture –

Boarding Schools –

Assimilation –

Resilience –

DESCRIPTOR:

Native American history has often been shared through a westernized lens. As a result, an accurate depiction of the events that occurred between the early European settlers and indigenous peoples are limited to only one perspective.

This lesson plan will allow learners from diverse backgrounds the opportunity to explore the federal Indian policies discussed in Video Module 6 – Preserving The Ways, Culture and Traditions.

In order to understand the contemporary issues that the Shoshone and Arapaho people face, it is important to gain a perspective of the underlying factors that contribute to these issues.

LEARNING OBJECTIVES:

1. Students will learn about the Federal Indian Policy to civilize Native Americans through the establishment of Native American Boarding Schools incorporating key vocabulary words.
2. Incorporating academic vocabulary words, students will learn about how the practice of forced assimilation contributed to the diminished use of the Shoshone and Arapaho people's lifestyle, languages, and traditions.
3. Students will discuss the development of Indian boarding schools in the United States and Wyoming utilizing academic vocabulary words.
4. Students will analyze the differences between the early educational experiences of the Native American and non-native students, using key vocabulary words.
5. Students will examine the importance of education as a value that the Shoshone, Arapaho, and non-native communities share. Students will consider how Native American students and non-native students can learn from each other to dispel the myths and stereotypes that exist in contemporary society.



Essential Questions:

1. Prior to the establishment of boarding schools, how were the young educated? Who were their first teachers?
2. What role did gender play in the education of children? Were the boys taught separately from the girls? Did females have the same responsibilities as the males?
3. Why did the U.S. Government establish boarding schools for Native Americans?
4. How did the boarding schools differ from other schools in the United States?

Understandings/Key Points:

1. What role did the United States Government play in the establishment of Indian boarding schools?
2. How did the boarding schools impact the lives and cultures of Indian families?
3. What Federal Indian policies preceded the Indian boarding school policy?
4. What is the difference between the structure of education for Indian children in the U.S. and their non-native counterparts?
5. Do Indian boarding schools exist today? If so, where are they located and have they changed from the early boarding schools?
6. Has your understanding of the Shoshone and Arapaho Tribes, as well as other Native American tribes, been improved? If so, how? If not, what remains unclear to you?

Evaluation & Assessment:

1. Create a timeline of Indian boarding schools from the inception of the schools to present day.
2. Using primary sources, students will research relevant information pertaining to Indian Boarding Schools.
3. Students will conduct research projects (create a timeline, powerpoint presentations, create a journal, video, or podcast).

LESSON INTRODUCTION:

Give students a brief scenario: Imagine you are sitting at home one day and notice a huge light in the sky. After tracking the light (that looks as huge as three football fields), it lands in the field across from your home. Watching the unknown object, you see strange people emerge. You've never seen anything like them and you are in total shock. You notice more and more of these flying objects landing and you rush to turn on the television and see that there's breaking news. The news commentator announces that earth has been invaded by aliens! Unfortunately, earth has been invaded by these new life forms and they are here to take away the children to be reeducated and shaped into their belief system. The aliens have issued a warning that effective immediately; all students will be forbidden to speak the language they already know and will



have to learn the ways and language of the aliens. If parents don't comply with this new rule, they will be taken to jail.

Activity:

After discussing this with the class, talk about ways in which this scenario is relevant to the Native American communities, specifically to the Eastern Shoshone and Northern Arapaho people.

STEP BY STEP PROCEDURE:

1. Have students view the documentary “From Trout Creek to Gravy High” (link found in the resources section of this lesson plan). Using the video transcripts of Individual recollections of boarding school experiences, have students compare experiences shared in the Gravy High documentary with those shared in Our Spirits Don't Speak English video.
2. Overall, the acquired knowledge is based around the experiences behind the boarding schools and how they impacted the lives of tribal communities. Students will also compare the educational experiences of the past to that of contemporary educational experiences of both native and non-native students. Student will analyze the perspective of tribal people and how the people see education as an important factor in moving forward in time. Students will also examine the importance of having tribal people in roles of leadership and authority as a way to inspire tribal youth to get their education. They will understand that the significance of education in contemporary tribal societies mirror the words of Chief Washakie when he said, “Today education is the weapon my people will need to protect them”.
3. Have students view *Our Spirits Don't Speak English* (link to documentary found in resource section). Another resource that may be viewed is *Bury My Heart at Wounded Knee*.
4. Ask students to reflect on the documentary and write a reaction paper to the film. Some students may react emotionally to the video, teachers are advised to create a supportive learning environment where students feel comfortable addressing their feelings and reactions to the films.
5. Have students contact one of the reservation schools and develop a cultural exchange program to create ongoing discussions about historical and contemporary issues/events. (See website links to reservation schools in Resource section).
6. Students will acquire knowledge about vocabulary words introduced in this lesson.
7. Students will understand that boarding schools still exist today in the United States. Using a map, students will be able to locate present day boarding school locations.

RESOURCES:

From Trout Creek to Gravy High: The Boarding School Experience at Wind River (Video)
<https://youtu.be/nlpHu3HiMsU>

From Trout Creek to Gravy High: The Boarding School Experience at Wind River (Pamphlet)
<https://issuu.com/jacksonholehistory/docs/gravy-high-pamphlet>



From Trout Creek to “Gravy High” – Student Memories

<http://jacksonholehistory.org/from-trout-creek-to-gravy-high-student-memories/>

Our Spirits Don’t Speak English: Indian Boarding Schools

<http://www.richheape.com/boarding-school.htm>

Bury My Heart at Wounded Knee (Video)

<http://www.hbo.com/movies/bury-my-heart-at-wounded-knee>

Wind River Reservation School Districts:

Fort Washakie Schools, K-12

www.fortwashakieschool.com

Wyoming Indian Schools, K-12

<http://www.fremont14.k12.wy.us/>

St. Stephens Indian School, K-12

www.st-stephens.net

Arapahoe School District #38

http://www.fcsd38.org/pages/Fremont_County_SD

Tribal Directory:

Shoshone Tribe

<http://easternshoshone.org/>

Arapaho Tribe

www.northernarapaho.com

Wind River Bureau of Indian Affairs

<http://www.bia.gov/WhoWeAre/RegionalOffices/RockyMountain/WeAre/WindRiver/>



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

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

CCSS.ELA-LITERACY.RH.6-8.2

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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.

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 (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 and Cultural Diversity

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:

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

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.