



Module 4

WHO ARE THE NORTHERN ARAPAHO PEOPLE?

Lesson Plan #3

LESSON PLAN DEVELOPED BY: Janice Goggles – Northern Arapaho

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.6-8-4 - Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8-7 - Integrations of Knowledge and Ideas:

CCSS.ELA-LITERACY.W.8.2 - Text Types and Purposes:

WYOMING STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.6

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, SS8.5.3

DURATION: 3 days (40 min. class periods)

LEARNING OBJECTIVES:

1. Students will learn and understand why the Northern Arapaho are living in Wyoming and how they came to be here. They will also learn how this plains tribe played an important part in the history of western United States.
2. Students will learn about traditional leadership and economic development among the tribe.
3. Students will learn the importance of keeping the Arapaho language, land and culture identity intact.
4. As part of their learning, the student will use their speaking and listening skills to discuss and write their reflections which will be done at the end of the last day.
5. Students will learn what treaty means (between two or more groups of people).
6. Students will identify with native Arapaho students and their struggles to walk between two worlds.

MATERIALS REQUIRED:

Chart organizer, United States map, overhead projector, student journal, photos, paper, pencil and computers.



KEY VOCABULARY:

Northern Arapaho –

Southern Arapaho –

Colorado –

Treaties –

Dialect –

Language –

Members –

Council –

Celebrations –

Ceremonies –

Beliefs –

Sand Creek –

Fort Laramie –

Plains –

Enrolled –

Survival –

Disease –

Battles –

Chiefs –

Elders –

Sharing –

Respect –

Humble –



DESCRIPTOR:

For this lesson the students will learn how historians believe the Northern Arapaho tribe migrated from the Great Basin area and followed the buffalo westward. They will also learn how they came to settle in Wyoming. Several events happened before they were recognized by the United States and made citizens. Students will also learn why it's so important for the tribe to keep their native identity, land and cultural language. Students will learn what life is like for the modern day Arapaho residents of the Wind River Reservation.

LESSON INTRODUCTION:

Introduce students to the historic journey of the Northern Arapaho tribe from the plains to the present day Wind River Reservation. This will create a better understanding and learning of the Northern Arapaho tribe and the treaties that were signed between the tribe and the government.

Create a timeline beginning with the tribe's migration west from the Great Lakes area to their present day location.

Students will be able to connect the past to the present through the information presented from the video #4 - "Who are the Northern Arapaho?"

The different programs offered on the reservation help to preserve the Arapaho heritage. The pre-school children are taught the Arapaho Language in the Immersion Schools here on the Reservation.

Students will learn about the many ceremonies or celebrations performed in different communities on the reservation that offer enjoyment or provide opportunity connection with their ancestors. The Northern Arapaho Pow Wow is a celebration often held in the summer or on Labor Day. The Ethete Celebration which is held in July. Families often have naming ceremonies for a member of their family, usually a young child.

The different communities on the reservation plus other smaller communities not mentioned in the video such as, Johnstown, Big Wind, Beaver Creek, Great Plains, Mill Creek, Plunkett and Boulder Flats.

STEP BY STEP PROCEDURE:

Day 1:

Note: If Video #1 – "Why Teach Native American History & Culture" has not been shown, teacher should show Video #1 before beginning Module 4.

Using a K-W-L Chart, ask the students what they know about the Northern Arapaho People.

Students will view Video #4 - "Who Are the Northern Arapaho People" then discuss with the class the video. What was their reaction? It may be for some of students their first time learning about tribal history. For those students they can share what they learned and add to the L (learning) part of Chart.



Day 2:

Recapture some of the highlights of the video. What was the most interesting part of the video? What seemed to have the biggest impact of their learning about the Northern Arapaho? Students may want to discuss after viewing and then discuss.

(Suggestions: Have an elder come in to visit and relate stories of the past and discuss other possible topics for further study using the internet)

Third day have students write in their journals paper about what they have learned from the past three days.

Have students view the video and discuss what they think are the most important facts.

Have students develop, using their skills in mapping, historical and geographical locations the tribe is known to have traveled.

Photos from the video of the past tribal leaders (e.g., Chiefs' Yellowcalf, Sharpnose or Blackcoal) may be passed around to be viewed by class. Have students research these leaders and the roles they had in the tribe using the computer.

Using their student journals have them make an entry focusing on what they learned.

ASSESSMENT:

Have students at the end of the last day hand in their written journals for assessment. How well did they use the information using their listening and speaking skills? Or to save time have students use a summary frame or sentence stems to save on the amount of time.

What was the most interesting part of the video? What did they learn?

How Northern Arapaho People connect with their heritage with traditions.

Students will be able to understand relationships within the tribe. Students will also learn some of the tribal values listed in the vocabulary words.

Possibly have ask specific questions that are addressed in their reflection – perhaps in a summary frame or sentence stems to reduce the amount of writing.

REVIEW:

Briefly summarize what the students learned in the past 3 days and go over their KWL using this concept helps the students to recognize how they have increased their knowledge.



EVALUATION:

Discuss with class some of the highlights of the material presented to them. What have they learned and how meaningful is it to them? If questions arise, a more detailed explanation may be done at this time.

Students with their journal writing will show how well they understood the content introduced using the Social Studies Standards

LIST OF RESOURCES:

Northern Arapaho Tribe
www.northernarapaho.com

Native American Facts for Kids – Arapaho Tribe
http://www.bigorrin.org/arapaho_kids.htm

Margaret Coel
<http://www.margaretcoel.com/>

The Arapaho Project
<http://www.colorado.edu/csilw/newaraproj2.htm>

The Arapahoes, Our People by Virginia Cole Trehnolm, University of Oklahoma Press
<http://www.oupres.com/ECommerce/Book/Detail/99/the%20arapahoes%20%20our%20people>

Traditions of the Arapaho, by George Dorsey and Alfred Kroeber, University of Nebraska Press
<http://www.nebraskapress.unl.edu/product/Traditions-of-the-Arapaho,672425.aspx>

Four Hills of Life by Jeff Anderson, University of Nebraska Press
<http://www.nebraskapress.unl.edu/product/978-0-8032-6021-4-The-Four-Hills-of-Life,671268.aspx?skuid=11006>

One Hundred Years of Old Man Sage: An Arapaho Life by Jeffrey Anderson. University of Nebraska Press
<http://www.nebraskapress.unl.edu/product/,671260.aspx?skuid=7856>



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.

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.

Integrations of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8-7

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

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

WYOMING STANDARDS ADDRESSED IN LESSON (Expanded):

Social Studies Standards (2014) 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.

SS8.1.6

Understand the basic structures of various political systems (e.g., tribal, local, national and the world)

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)



Contact Standard 4 – Time, Continuity, and Change

Students analyze events and 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, and movement, region, and human/environment interactions) and skills to demonstrate and understanding of interrelationships among people, places, and environments.

Physical Place and Region

SS8.5.3

Explain how communities' current and past demographics, migrations and settlement patterns influence place (e.g., cultural, needs, and political and economic systems) and use this analysis to predict future settlement patterns.