



## Module 6

### PRESERVING THE WAYS – CULTURE AND TRADITION

#### 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.RL.8.1 - Key Ideas and Details

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.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.8.5 - 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 2: SS8.2.1, SS8.2.2

WY Standard 4: SS8.4.4

Language Arts: (2012) – Grade 8

Writing

Speaking/Listening

Presentation of Knowledge and Ideas



**DURATION:** 3 Days (40 minute class periods)

**MATERIALS REQUIRED:**

Paper, pen or pencil

Computer, sticky notes

*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>

**KEY VOCABULARY:**

Cultural identity –

Traditions –

Legends –

Ceremonies –

Revitalization –

**DESCRIPTOR:**

In this lesson students will learn about the Arapaho tribe on the Wind River Reservation and why it is important to retain their culture through history, traditions, songs, ceremonies, dances, language (revitalization).

**LEARNING OBJECTIVES:**

Students will learn why oral traditions are important. Understand why respect for elders is important in the tribe. Gain an awareness of why traditional dancing and singing is important to traditions and culture.

**LESSON INTRODUCTION:**

Arapaho people did not have a written language. A lot of their history and traditions are passed from generation to generation, orally. The language itself is considered sacred.

Traditional language is taught in most of the schools on the reservation with hopes of revitalization. Also, there are two immersion schools for the pre-school age. They are taught to speak the language which will aid in revitalizing the language. These students who are shown in the video are spoken to in the Arapaho Language throughout the day.

Arapaho people have traditional/ contemporary dancing and singing. They have songs for every event. For instance, in their tribal language, women sang lullabies to their babies. Some ceremonies are no longer active but the few that are left are carried on with spiritual beliefs intact.



Arapaho people live for the most part traditionally such as the do's and do not's in their daily living. For some are taught to do things a certain way and teach the young. The elders are treated with respect along with the veterans.

Discuss with the class the history of the Arapaho tribe and mention that very little has been known or written of the tribe. Historically they were people who kept to themselves because of their beliefs and their livelihood often depended on how they conducted themselves. In the past 40 years documentation of the tribe became very important for others when people began to realize that more fluent speakers were leaving and with them the language and history.

### **STEP BY STEP PROCEDURES:**

#### **Day 1:**

1. KWL: A KWL chart is used as a teaching method to motivate learning.
2. Students will break into small groups and decide what questions they need to ask for more information, by using a KWL chart.
3. First, students list what they KNOW about the tribes of the Wind River Reservation. Secondly, students list what they WANT to learn, and finally, they will list what they have LEARNED. This teaching tool may be used as a form of assessment.
4. Ask the students what they know about the tribes of the Wind River Reservation. What they would like to learn? Next, share the video = 6 with the class where there a few members of both tribes Shoshone and Arapaho are represented. Discuss the video with the class when done. What is their reaction to the video? Was it interesting? Would they like to know more? What would they like to know more about? .

#### **Day 2:**

1. What was the most interesting part of the video for the students? Discuss some of material presented or subject matter.
2. Have students use the computer to visit sites for more information pertaining solely to the Arapaho Tribe
3. Also at this time introduce the book *Traditions of the Arapaho* written by George A. Dorsey and Alfred L. Kroger with an introduction written by Dr. Jeffrey D. Anderson. In this book these authors go more into depth with Arapaho History and their culture.
4. *The Arapahoes, Our People* a book written by Virginia Cole Trenholm (1902-1994) has stories of the Arapaho traditions and their survival. An example of one of the traditions mentioned in the book is during the grieving process, tribal members would cut themselves on their arms, legs or foreheads during grieving (pg.62). (Today, family members cut their hair off as a sign of mourning.)

**Day 3:**

1. Students will fill out the last part of the KWL chart. What have they learned about the Arapaho Tribe in preserving their native culture? What steps are being taking to prevent losing their connections with their past?
2. Students will write a short brief summary of the lesson of what they thought was important.

**LESSON REVIEW:**

1. Revitalization of the Arapaho Language is ongoing. There are less and less fluent speakers although, there are efforts to save the language. The lack of interest and other media forms intrude from the outside of the culture.
2. The Arapaho people come together in the mid-summer with other visiting tribes and relations to renew their strength as a tribe. This is done once a year. The summer is the best time to travel it doesn't interfere with school for their families.
3. There are two host drums groups defined as Eagle Drum from two communities Ethete and Arapaho. These host drums groups are led by two drum keepers who take care of all ceremonial songs. These men are led by two Drum Keepers who considered Chiefs as their positions are held in high esteem with the tribe.

**EVALUATION:**

Write 4 questions on the board have students answer at least three in detail.

1. Explain what Revitalization is.
2. How did the Arapaho people learn about their culture?
3. The Elders of the tribe and veterans are treated with utmost respect, why?
4. What are names of the main drum groups and what communities do they live in?

Answers:

1. Revitalization means to restore the Arapaho language
2. The Arapaho's and many other tribes learned through storytelling and oral tradition
3. The elders of the tribe are highly respected for their knowledge. They have lived a lifetime. The Veterans are also respected for their service in the Armed Forces; they are warriors.
4. The two active host drums named the Eagle Drum in two communities Arapaho and Ethete. They are led by two Drum Keepers. They know all the ceremonial songs and other songs for events held within the tribe.



## **RESOURCES:**

Show a video from the library about Plains Indians or send for information from the Plains Museum in Cody, Wyoming. They offer tours for schools.

Invite a tribal elder to visit your area. There are two known writers who have written children's stories that live on the reservation that may be interested in traveling to different areas to share stories or a part of their history with students. They are Wayne C'Hair and William C'Hair, who are members of the Arapaho tribe. These two men have had their stories published. Mr. Wayne C'Hair teaches Arapaho Language through Central Wyoming College and the University of Wyoming. Mr. William C'Hair serves as a member of the Arapaho Language Commission through the Northern Arapaho Tribe. He also serves on the St. Stephens Indian School Board.

Northern Arapaho History

<http://www.northernarapaho.com/history>

Arapaho Legends, by Jackie Dorothy

<http://www.arapaholegends.com/>

This site has stories and other interesting information for students to learn about the Arapaho Tribe.



## **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.

### **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 text.

### **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), and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.B

- Support claims(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 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 a 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.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 transitions 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 experience 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 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 responds to others' questions and comments with relevant evidence, observations, and ideals.

CCSS.ELA-LITERACY.SL.8.1.D



- Acknowledge new information expressed by others, and, warranted, qualify or justify their own views in light of their 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.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### **WYOMING STANDARDS ADDRESS 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 and 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 – Grade 8 (2012)**

#### **Reading Standards for Literature**

Cite the Textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.



### Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Introduce claim (s) acknowledge and distinguish the claim (s), and organize the reasons and evidence logically.
3. Support claims(s) with logical reasoning, and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.
4. Use words, phrases and clauses to create cohesion and clarify relationships among claim(s) counterclaims, reasons, and evidence.
5. Establish and maintain a formal style.
6. Provide a concluding statement or a section that follows from and supports the argument presented.
7. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
8. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters.
9. Use a variety of transitions 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.
10. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experience and events.
11. Provide a conclusion that follows from and reflects on the narrated experiences or events.
12. Conduct short research projects to answer a question including a self-generated question.
13. Drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
14. 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 avoiding plagiarism and following a standard format for citation.



## Speaking and 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 responds to others' questions and comments with relevant evidence, observations, and ideals.
  - Acknowledge new information expressed by others, and, warranted, qualify or justify their own views in light of their 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

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.