



Shoshone Buffalo Release
9th – 12th Grade
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)

9th - 10th Grade:

CCSS.ELA- LITERACY.Literacy.RH.9-10.1 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.9-10.4 - Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.5 - Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.9 - Integration of Knowledge and Ideas

11th – 12th Grade:

CCSS.ELA- LITERACY.RH.11-12.1 - Key Ideas and Details

CCSS.ELA-LITERACY.RH.11.12.3 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.9 - Integration of Knowledge and Ideas

WYOMING STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) at the end of 12th Grade

WY Standards 2: 12.2.1.a, 12.2.2

WY Standards 4: 12.4.1, 12.4.5.a

WY Standards 5: 12.5.4

WY Standards 6: 12.6.4

DURATION: 4 days (40:00 class periods)

MATERIALS REQUIRED:

Computer and internet Access

Lesson Handouts located in resource section

Smartboard/Television to view video

Poster Board, Markers, graphics for poster

KEY VOCABULARY:

Bison –

Brucellosis –

Genetically Pure –

Worldview –

Egregious –



DESCRIPTOR:

Students will analyze the information provided in the video and discuss the topics. Students will also identify conflicting information of the same topic and identify their position, why they agree/disagree with the topic, and discuss a solution. In this case, brucellosis is discussed. Through research, students should be able to develop their own perspective based on facts and information provided in the video.

LEARNING OBJECTIVES:

The cultural and spiritual significance of the Buffalo to the Shoshone people can be found in historic documents and images. Most notably is the ability of the Shoshone people to survive years of extermination policies set out by the United States government to eliminate both Native Americans and Buffalo. The policies almost succeeded at eliminating the languages and cultural traditions of Native Americans. Despite these efforts, the Shoshone were able to retain their traditions and their language. Today, the restoration of the Buffalo has brought forth a resurgence of the close ties that the Shoshone and the Buffalo share, bringing the historically significant relationship full circle.

1. Students will explore the significance of the buffalo to the Shoshone people living on the Wind River Reservation and the connection they share based on the tribes' belief system.
2. Students will learn that through traditional concepts of understanding, the Shoshone people, as well as many other Plains tribes, were able to survive using the buffalo.
3. Students will also research the controversial issue surrounding the return of the buffalo to the Wind River Reservation and understand how arguments against returning them almost derailed efforts by the Shoshone tribe.
4. Students will interpret and evaluate the Bison Reintroduction efforts by the Eastern Shoshone Tribe.

LESSON INTRODUCTION:

Students will learn about the historical significance of the buffalo to many Native American tribes. After viewing the video, students will gain an understanding of the purpose behind the reintroduction of the buffalo to the Wind River Reservation. They will also be exposed to the connections that the Shoshone people have with the Buffalo and the many uses.

STEP BY STEP PROCEEDURE:

View the Shoshone Buffalo Return video at

<https://wyoming.pbslearningmedia.org/collection/shosone-buffalo-return/>

Or

<http://windriveredu.org> - Preserving the Ways and Culture – Shoshone Buffalo Return – Our Wyoming video



Have students complete the attached worksheet.

REVIEW:

Review vocabulary words with students. -

Bison

Brucellosis

Genetically Pure

Worldview

Egregious

EVALUATION:

Students will complete the attached worksheets.

Using the completed worksheet as a guide, discuss the questions presented.

Evaluate the students by their response to the discussion topic. The goal of this lesson is to expose students to the complexities behind the clash that occurs between Native communities and non-native communities when faced with controversial issues. Students should understand that there is no “right” answer. This activity will help them begin thinking about how controversies play out in the realm of public policy and affect both tribal and non-tribal communities.

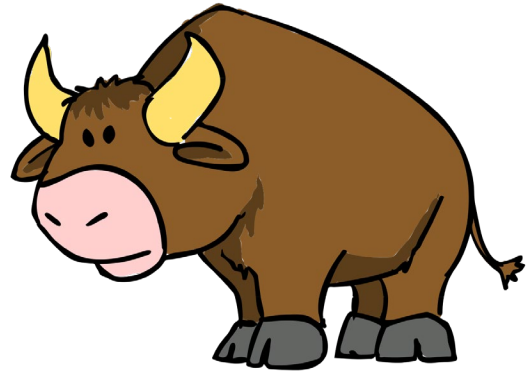
1. Students will be evaluated on their participation in the discussion topic and related issues and to the extent and quality of their participation in classroom debate and discussion.
2. Students will develop an essay regarding their position on bison restoration to the Wind River Reservation. Their essays should contain their response to one of the following writing prompts:
 - (1) In your opinion, what are the benefits of the buffalo returning to the tribes on the Wind River Reservation?
 - (2) In your opinion, what impact will the return of the buffalo have on the economy or community?

Papers should be no less than 1 page.

BISON RESTORATION WORKSHEET

Vocabulary

Bison
Brucellosis
Genetically Pure
Worldview
Egregious



Focus/Review:

1. What is the historical significance of the buffalo to the Shoshone people?
2. How did the buffalo contribute to the survival of many tribal nations, including the Shoshone?
3. Why do some people oppose the idea of reintroducing the buffalo to the reservation?
4. What is brucellosis?
5. Has there been any scientific evidence to support claims by ranchers that buffalo may pose a threat to their herds? List supporting information.
6. How do the Shoshone people continue to utilize lessons from the past? Consider the ways in which the natural habitat of the buffalo has been altered. Name two and describe how they have changed.
7. How did the Shoshone adapt to the western expansion in relation to subsistence?
8. The Shoshone people, and other tribes, see *the eco-system as functional environments*. Describe what this means to you:

The Buffalo Display

Ask students what they know about the uses of the buffalo to the Shoshone people. Have students identify the ways in which the Shoshone used the buffalo. Note that all parts of the buffalo were used and never wasted.

1. On a large poster board, create a large drawing of a buffalo. Place this in the center of the board.
2. Identify each part of the buffalo and identify the ways that the parts were used (for example, the horns were used as ladles; the bladder was used to hold water, etc.).
3. Students may research this topic on the internet and locate pictures to help with their visual aid. For helpful information, students can go to [“All About Bison.”](#)
4. At the conclusion of this activity, students can compare present day items to those used by the Shoshones of the past.





COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th – 10th Grade

Key Ideas and Details:

CCSS.ELA- LITERACY.Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure:

CCSS.ELA- LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA- LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

11th – 12th Grade:

Key Ideas and Details:

CCSS.ELA- LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11.12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) Grade 9th – 12th Grade

Social Studies Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or



changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS12.2.1.a Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events).

SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.

Social Studies Content Standard 4 - Time, Continuity, and Change

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

Rationale

Students need to understand their historical roots and how past events shape the present, and may shape the future. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry, and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.

SS12.4.5.a Interpret and evaluate historical events with primary and secondary sources, including oral tradition and traditional storytelling of Indigenous Tribes of Wyoming (e.g., traditional drama and theater, song, and dance).

Social Studies 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.

Rationale

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.



Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.*

SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.