



## Shoshone Buffalo Release

### Lesson Plan #1

**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.6-8-4 - Craft and Structure  
CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details  
CCSS.ELA-LITERACY.RL8.6 - 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.8.1C - 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

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#### **WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definitions at end of Lesson)

WY Standards 2: SS8.2.1, SS8.2.2, SS8.2.4, SS8.2.4.a

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

WY Standards 5: SS8.5.1.a, SS8.5.4.a



## LANGUAGE ARTS STANDARDS – GRADE 8 (2012)

Reading Standards for Literature

Key Ideas and Details

Craft and Structure

Writing

Speaking & Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

**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.
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.

### **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 Release video at <http://windriveredu.org>, or <http://wyomingpbs.org/learningmedia>

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.

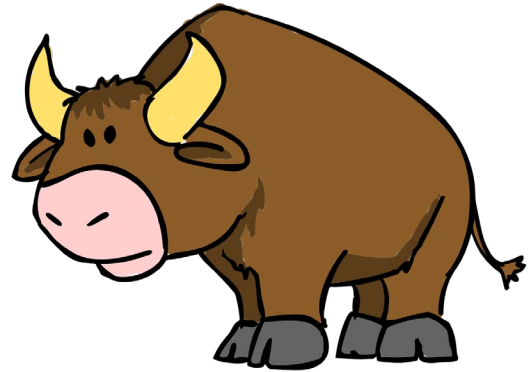
1. Students will be evaluated on their participation in the discussion topic and related issues and to the extent and quality of their participation in classroom debate and discussion.
2. Students will develop an essay regarding their position on bison restoration to the Wind River Reservation. Their 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 <https://allaboutbison.com/>, “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:****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 the text.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL8.6

- 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.8.1C

- 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 (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.

**SS8.2.2**

Evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to cultural development, understanding, and continuity (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).

**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 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).

**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.

SS8.5.1.a

Analyze the impact of natural resources on tribal locations, past and present.

SS8.5.4.a

Analyze how cultural practices continue to influence how Indigenous Tribes of Wyoming interact with the environment.

## **WYOMING STATE 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**

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.
  - 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.

### **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