



Module 6
“Preserving the Ways”
Lesson Plan #1
Star Society Rattle

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COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8.7 - Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.4.3 - Key Ideas and Details

CCSS.ELA-LITERACY.W.4.2 - Key Ideas and Details

CCSS.ELA-LITERACY.SL.4.4 - Speaking and Listening

CCSS.ELA-LITERACY.SL.4.5 - Speaking and Listening

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018)

(See Standard Definitions at the end of the lesson)

Social Studies Content Standard 2 - Culture and Cultural Diversity

SS.5.2.1 – SS5.2.2 – SS5.2.3

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

SS5.4.4 – SS5.6.1

Wyoming Language Arts – 4th Grade 2012

Speaking and Listening Standards K–5

Comprehension and Collaboration

2018 Wyoming Math Content Standards & 2020 Performance Level Descriptors

Measurement and Data

4.MD.1 - 4.MD.2 - 4.MD.3

2018 Wyoming Science Extended Content and Performance Standards

Engineering, Technology, & Applications of Science

3-5-ETS1-1 - 2018 – Extended SES-3-5-ETS1-1

3-5-ETS1-2 - 2018 – Extended SES-3-5-ETS1-2

DURATION: Video = 8:24 + Lesson= 2 days

Star society rattle video <http://www.windrivervm.org/artifact.php?id=14> or
<https://youtu.be/9RYphvp04N4>

MATERIALS REQUIRED:

balloons, masking tape, construction paper, yard sticks



KEY VOCABULARY:

Medicine Rattle-given to a medicine man, used to connect to the spirit world, sound represents rain

Star Society- used to sing certain songs, members included young men who used to stars to travel back home.

spirituality-sensitivity or attachment to religious values

constellations- stars that guided person at night

DESCRIPTOR:

When European explorers captured our young men and sold them as slaves were they able to return to their people?

LEARNING OBJECTIVES:

It is important for our students to understand clan structures such as the Star Society and traditional teachings.

LESSON INTRODUCTION:

Native Identity: Individual and communal identity is defined and supported by shared Native languages, kinship systems, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle.

STEP BY STEP PROCEDURE:

1. Instructor will introduce the vocabulary words to the students
2. Students will watch the video about the star society rattle
<http://www.windrivervm.org/artifact.php?id=14> or <https://youtu.be/9RYphvp04N4>
3. Students will discuss the star society and the importance of clan structures and traditional teachings
4. Students will break into groups for the "**Build a Fire**" activity (copy activity for each group)

"Build a Fire" Activity

When the Europeans visited, came and stayed on this continent, at that point in time, slavery was prevalent. European visitors would capture young men and take them overseas where they were sold and used as slaves. Eventually, they devised a way to escape. They would travel at night under stars. The stars and constellations guided them back to our people. During the day, they would stay concealed and would stay in places like caves. Eventually they made it back.

The people were happy and there was a celebration. When they were asked how they made their way back, they explained that they used the stars to bring them back home. Therefore, they were called the Star Society.



Materials: balloons, masking tape, construction paper, yard sticks

Activity: Young men who escaped may have stayed in caves while making themselves back to their people. They may have built fires to keep warm. Your job is to build a fire using balloons and construction paper. The base must be 18 inches and the goal is to have the biggest fire. Please work together to accomplish this task.

1. Students will discuss the activity and the purpose behind the lesson.

REVIEW:

Review story about captured young men that were sold as slaves.

EVALUATION:

The finished product will be the fire built by each group and the cooperative learning with discussion.

COMMON CORE STANDARDS ADDRESSED IN LESSON:

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY. RH.6-8.7

- Integrate visual information with other information in print and digital texts.

Key Ideas and Details:

CCSS.ELA-LITERACY. RI.4.3

- Explain events, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY. W.4.2

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening:

CCSS.ELA-LITERACY. SL.4.4

- Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY. SL.4.5

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



WYOMING STATE SOCIAL STUDIES STANDARDS (2018) **3rd – 5th Grade Correlated to Native American Education Lessons**

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.

SS.5.2.1

Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).

SS5.2.2

Describe, compare and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

SS5.2.3

Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

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 past, 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, of history by and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS5.4.4

Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

SS5.6.1

Use various media resources in order to address a question or solve a problem.



Wyoming Language Arts – 4th Grade 2012

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

2018 Wyoming Math Content Standards & 2020 Performance Level Descriptors

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.1 - . Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...



- 4.MD.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- 4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

2018 Wyoming Science Extended Content & Performance Standards

Engineering, Technology, & Applications of Science

3-5-ETS1-1. -Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

2018 – Extended - SES-3-5-ETS1-1. Given a solution to a simple design problem, students are able to identify materials needed to solve a simple design problem, provided a variety of materials.

3-5-ETS1-2. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

2018 – Extended - SES-3-5-ETS1-2. Generate more than one possible solution to a problem.