

“The Bozeman Trail – A Rush to Montana’s Gold”
9th – 12th Grade
Lesson Plan #2

LESSON PLAN DEVELOPED BY: Alberta Oldman

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

(See Standard Definition at end of lesson)

9th / 10th Grade

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

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

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

11th / 12th Grade

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

CCSS.ELA-LITERACY.R.H.11-12.3 – Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.7 – Integration of Knowledge and Ideas

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

(See Standard Definition at end of lesson)

WY Standard 2: SS12.2.1 - SS12.2.1.a - SS12.2.3 - SS12.2.4

WY Standard 4: SS12.4.1 - SS12.4.1.a - SS12.4.4.a - SS12.4.5

WY Standard 5: SS12.5.1.a - SS12.5.2.a - SS12.5.4

WY Standard 6: SS12.6.1 - SS12.6.3 - SS12.6.4

DURATION: Full Video = 1:27:51

(Video times for lesson plan 0:00-3:30, 11:30-13:40 and 16:21-21:06)

NOTE: These three time frames can be put together as they will be watched in day 1 for the introduction part and be the background information that will be used for day 2-5.

Day 1: Key vocabulary handout (5min), Introduction- Video = 10:25 (time frames 0:00-3:30, 11:30- 13:40 and 16:21-21:06), Class discussion (5 min), and Indian wars and battles map (20 min)

Day 2-3: Random draw of Indian Wars and Battles poster board project

Day 4: Finish poster project (15min) and presentations (30 min)

Day 5: Presentations (optional, if time allows). Otherwise, display projects in commons area or library in the school.

***day 4-5 may be eliminated if students need more time to finish the project.

<https://youtu.be/7YhMJutbQc>

MATERIALS REQUIRED:

Each lesson plan will contain a list of materials needed for the day(s).

KEY VOCABULARY: Have this list of vocabulary as a handout to give to students before the start of the video. These vocabulary will be heard in the selected time frames for the unit.

Reverberated- to continue in or as if in a series of echoes

Lobbied- to try to influence the thinking of legislators or other public officials for or against a specific cause

Emigrants- a person who emigrates

Emigrates- to leave a country or region to settle somewhere else

Habitation- the act of living in a place

Cairns- mound of stones built as a memorial or landmark

Fouled- to make or become foul or filthy

Afforded- provide or supply (an opportunity or facility)

Encroachment- to go beyond the usual or proper limits

Dysentery- a disease in which much watery material mixed with mucus and blood is passed from the bowels.

Typhoid- a disease in which a person has fever, diarrhea, an inflamed intestine, and great weakness and which is caused by a bacterium (typhoid bacillus) that passes from one person to another in dirty food or water.

Volatile- likely to change suddenly

DESCRIPTOR:

The theme for this short unit is “Clash of Cultures” that will focus on the Indian wars and battles that took place on the ‘road less traveled’ known as the Bozeman Trail. It will contain lessons that identifies 5 wars and battles which will be mapped out and then each student will research one of the five wars/battles and create a poster project that will be researched and possibly presented to the class. Specific time frames have been chosen that will provide the students with background information as to ‘WHY’ the tribes (Crow, Lakota Sioux, Arapaho, and Cheyenne) who were living in the area were willing to fight and die for their ‘country’. Finally, students will be informed of the impact it had on the traditional way of life for the surrounding tribes and for future generations to come.

LEARNING OBJECTIVES:

Students will identify the 5 Indian wars and battles that occurred along the Bozeman Trail through a mapping activity and a research project that will be assessed using the district adopted project rubric and listening/speaking rubric.

Note: Each lesson will have a learning target that will be specifically related to the learning objective.

DAY 1: INTRODUCTION FOR ‘WHY’ INDIAN WARS & BATTLES

MATERIALS NEEDED:

Pencil/pen/colored pencil
Video (modified for this unit) and resource used to view YouTube
Blank Wyoming map or 1862-63 territory map
Technology used by students
Key vocabulary handout

LEARNING TARGET:

Students will identify, locate, and map the 5 Indian wars and battles that occurred along the Bozeman Trail using technology with an 80% accuracy or better.

LESSON INTRODUCTION:

Before we view the selected time frames of the Bozeman Trail- A Rush to Montana’s Gold video, you need to know that you will be introduced to content that includes the reason ‘why’ and ‘how’ the Bozeman Trail evolved, the impact it was having on the Indian tribes in the area, and the prominent individuals associated with each war/battle You will also become aware of the events and reasons as to ‘why’ the 5 Indian wars and battles occurred along the Bozeman Trail.

STEP BY STEP PROCEDURE:

1. Hand out key vocabulary to each student and briefly go over each word prior to viewing video. (5 min)
2. View the video (11 min) emphasis should be focused on the Indian wars and battles

Hayfield Fight
Battle of Tongue River
Fetterman Massacre
Wagon Box Fight
Townsend Train Fight

3. After viewing the video, have class discussion about the ‘Why’ the Bozeman Trail evolved and ‘Why’ the Indian wars and battles occurred. (4 min)
4. Tell students they will now need to get a chrome book, laptop, iPad, tablet, etc. and a blank map handout because they will be using the internet to research the locations of the 5 Indian wars and battles which will be used as part of the poster project for day 3. (25 min)
(Teacher- a blank Wyoming map will work for this part of the lesson but if possible, find a map from 1862-63 that shows what the territory looked like back then)

REVIEW:

Name the 5 Indian Wars and Battles
Hayfield Fight
Battle of Tongue River
Fetterman Massacre

Wagon Box Fight
Townsend Train Fight

EVALUATION:

Prior to day 1 lesson, the teacher will need to locate and map out the 5 Indian Wars and Battles on the blank map that will be handed out to the students. This will be the assessment tool used to measure whether the students completed the activity with a score of 4/5 = 80% or better.

DAY 2: INDIAN WAR/BATTLE POSTER PROJECT (Part 1-RESEARCH)

**Prior to day 2 lesson, depending on the number of students in the class, the teacher will need to have one Indian war/battle on individual strips of paper (1 war or battle per strip). These will be put in a container and the students will draw a strip of paper that will be used to determine their war/battle for the poster project.

MATERIALS NEEDED:

Pencil/pen

Chromebook, iPad, tablet, laptop, etc.

Random drawn battle/war research topic

The 5 W's and How handout (attached) or print one from the internet

LEARNING TARGET:

Students will research and demonstrate an understanding about their random drawn Indian war/battle and the prominent individual leader(s) who led both sides of the two opposing groups through the detailed responses on the 5 W's and How handout with a 70% or better score.

LESSON INTRODUCTION:

Yesterday we viewed the Bozeman Trail video and if you recall, we learned about the reason 'why' and 'how' the Bozeman Trail evolved, the impact it was having on the Indian tribes in the area, and the prominent individuals associated with each war/battle. In addition, not only did you learn about the events and reasons as to 'why' the 5 Indian wars and battles occurred along the Bozeman Trail but you also located each one on a map. In today's lesson, we will continue focusing on the Indian wars and battles for our topic of study. You will randomly draw one of the identified Indian wars or battles from the container. You will then be required to answer the 5 *W's and How* worksheet by researching on the internet. Remember to keep in mind that as you research your topic that you take into consideration your source's credibility and will need to cite it. Just so you know, the completed handout used in today's lesson along with the map from yesterday will be used to create your poster project that you will be presenting to the class on day 4 & 5 if time allows otherwise, the poster boards will be displayed in the commons area/library of the school.

STEP BY STEP PROCEDURE:

1. Have students pass around the *5 W's and How* worksheet as you are taking the container around to each student to randomly draw their research topic. (after a student draws from the container, tell them to get their chrome book, iPad, tablet, laptop, etc., if they don't carry one all day long)
2. Go over directions on handout.
3. Emphasize to students that they try to identify and print a picture of the prominent individuals on both sides of the opposing groups.
4. Tell students to have specific details in their written responses for the *5 W's and How* worksheet.

REVIEW:

Ask students to recall all the requirements that needed to be included for the poster project.

- Random drawn war/battle
- specific details for the *5 W's and How* handout
- prominent individuals on both sides of the opposing groups (print pictures if possible for poster)

EVALUATION:

5 W's and How handout detailed written responses.

DAY 3: INDIAN WAR/BATTLE POSTER PROJECT (Part 2-POSTERS)

***5 W's and How* worksheet needs to be completed before the student starts making posters on the computer.

MATERIALS NEEDED:

Computer
Completed *5 W's and How* handout
22 x 28 White Posterboard
Map from Day 1
Pictures of prominent individual(s) from Day 2
Glue
Markers

LEARNING TARGET:

Students will demonstrate an understanding of the Indian war/battle they drew in Day 2 through the creation of a poster that contains relevant and valid information with an 80% or better score.

LESSON INTRODUCTION:

To review what we have done the last couple of days, we viewed the Bozeman Trail video and mapped out the Indian wars and battles. On day 2, we randomly drew one of the 5 wars or battles and used the internet to research our selection and should have completed the *5 W's and How* handout. Today, we are going to use all the information gathered from your research to create posters for the Indian War/Battle you drew in day 2. Be creative with your poster to make it interesting for your audience. Reminder, include the map from day 1 and the pictures of the prominent individuals from day 2. You will need to stay on task in order to get all the

requirements done for your poster board display in which you may be presenting on day 4 & 5 if time allows.

STEP BY STEP PROCEDURE:

1. In order to get your display board, you must have all the other requirements completed. They are:

5 W's and How worksheet

Map from Day 1

Pictures of prominent individual(s) from Day 2

2. If you do not have all the required items, you will need to start working on them now. Use time wisely.

If you have all the required items completed, you will need to start making your poster. Suggestion: Before you start on the poster and to avoid any mistakes, use a plain sheet of paper to plan out how you want your poster to look. Remember, you will need to include the facts that you researched to complete the *5 W's and How* handout, the map from Day 1, and pictures of the prominent figures involved in your war/battle.

3. If you created a plan (highly recommended) you are now ready to start creating your poster.

4. Glue your map and pictures on the board.

5. Now that you have completed step 4, using the colored markers, create subtitles for each 'W' and 'How' and write the information under each one.

REVIEW:

Ask students to recall all the requirements that needed to be included for the poster board display.

-Subtitles for the *5 W's and How* handout and information

-pictures of the prominent individuals on both sides of the opposing groups

-map

EVALUATION:

The completed poster board display will be used to assess the entire project. The teacher may develop a rubric that will meet the district's grading system or print a generic one from the internet.

DAY 4 & 5: PRESENTATIONS (optional if time allows)

**If more time is needed to finish the poster board project, day 4-5 can be eliminated and used as work days to complete a project that displays quality work rather than a rush job.

MATERIALS NEEDED:

Completed poster board display

Table for display

LEARNING TARGET:

Students will demonstrate their public speaking and listening skills through a presentation of their project display board and listening to peers with an 80% or better score.

LESSON INTRODUCTION:

Today, we will be presenting our poster projects to the class. You will need to use a tone of voice that can be heard for all your audience to hear. In addition, when it's your turn to listen to your peer's presentation, be an attentive listener to the information presented so you may ask questions when they are finished. I will ask for any volunteers first and if no one does, I will call on students at random.

STEP BY STEP PROCEDURE:

1. Ask if there are any volunteers who wish to present first. If none, call on students at random order.
2. Student presents.
3. Ask if there are any questions from the audience.

REVIEW:

Class discussion: have students share what they found most interesting or liked about one of their peers projects. (Positive feedback)

EVALUATION:

Use the speaking & listening rubrics adopted by the district to assess learning target(s).

“The Bozeman Trail – A Rush to Montana’s Gold”
5 W’s and How Worksheet

Name _____ Date _____ Period _____

Directions: Answer the 5 W’s and How question as you research the Indian war/battle you drew earlier. You may have to use multiple websites to answer the questions but keep in mind that you will need to cite your source for each one. Please **READ** the full text before searching for another source. Also, be sure to check the source you are using to make sure it is credible.

WHO:

WHAT:

WHERE:

WHEN:

WHY:

HOW:

WEBSITE ADDRESS(ES) USED:

COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th / 10th Grade

Key Ideas and Details:

CCSS.ELA- 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.

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.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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) at the end of 12th Grade
9th – 12th Grade Social Studies (2018)

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 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.

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).

SS12.2.3 Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).

SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).

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.

SS12.4.1.a Describe patterns of change (cause and effect) and evaluate how past events impact current realities for Indigenous Tribes of Wyoming (e.g., migration, evolution of tribal leadership, treaties, Powder River Expedition, Red Cloud's War, Great Sioux War, Battle of Little Bighorn, land cessions, and 1905 Shoshone Reservation Congressional Act).

SS12.4.4.a Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act).

SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

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.

SS12.5.1.a Use geographic tools and reference materials to compare ancestral locations of Indigenous Tribes of Wyoming to reservations today.

SS12.5.2.a Analyze how the value placed on physical characteristics and natural resources cause conflict among different groups. (e.g., Black Hills, energy development, Big Horn River Adjudication, Devils Tower/Bear Lodge, and Yellowstone)

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.*

SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS12.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). [link to ISTE student standards](#)

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