



## Module 2

### WHO ARE THE PEOPLE OF THE WIND RIVER RESERVATION?

#### Lesson Plan #2

**LESSON PLAN DEVELOPED BY:** Iva Moss-Redman – 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.RH.6-8.7 – Integration of Knowledge and Ideas

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

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.3

WY Standard 2: SS8.2.2, SS8.2.4, SS8.2.4.a

WY Standard 4: SS8.4.1

#### **DURATION:**

Two 45 minute class periods (may take three if teacher wants to give each student and opportunity to share out and reflect learning)

#### **MATERIALS REQUIRED:**

Blank Student maps of Wyoming

Wyoming highway maps

Wind River Reservation, Google Maps:

<https://www.google.com/maps/place/Wind+River+Reservation,+WY/@43.3077579,-109.3743439,9z/data=!3m1!4b1!4m5!3m4!1s0x87587d7c49da252b:0x1e05711dc05a480f18m2!3d43.2832906!4d-108.8340103>

Big Horn Medicine Wheel

<http://www.wyohistory.org/encyclopedia/medicine-wheel>

Devil's Tower

<https://www.nps.gov/deto/learn/historyculture/sacredsites.htm>

Bull Lake, from “Wyoming Folklore: Reminiscences, Folktales, Beliefs, Customs, and Folk Speech.” The University of Nebraska Press.

<https://books.google.com/books?id=ckc1AwAAQBAJ&lpq=PA83&ots=A-ZbGk1JJj&dq=Bull%20Lake%20wyoming%20legend&pq=PA83#v=onepage&q=Bull%20Lake%20wyoming%20legend&f=false>



“The Petroglyphs of Dinwoody, Wyoming” by David S. Gebhard and Harold A. Cahn.  
[http://penelope.uchicago.edu/Thayer/E/Journals/AmAntiq/15/3/The\\_Petroglyphs\\_of\\_Dinwoody\\_Wyoming\\*.html](http://penelope.uchicago.edu/Thayer/E/Journals/AmAntiq/15/3/The_Petroglyphs_of_Dinwoody_Wyoming*.html)

**EXTENSION:**

Wyoming Indian Battles  
<http://www.legendsofamerica.com/wy-indianbattles6.html>

**KEY VOCABULARY:**

Treaty –

Tribe –

Sacred - (with regards to sites that are protected and conserved)

Conservation -

**DESCRIPTOR:**

Students will use and analyze maps of Wyoming and create their own maps of the sites that are sacred to the Shoshone and Arapaho Tribes. Students will build an understanding that Wyoming has many sacred sites not only for the Shoshone and Arapaho but for neighboring tribes. Students can also explore battles that took place in the State of Wyoming

**LEARNING OBJECTIVES:**

Students will demonstrate and create a map of the sacred sites of the Shoshone and Arapaho Tribes of the Wind River Reservation:

Devils Tower

Dinwoody

Big Horn Medicine Wheel

Bull Lake

Students will use resources to interpret and generate information about their understanding of the People of the Wind River Reservation

**LESSON INTRODUCTION:**

Teacher: Can we identify and name the tribes of the Wind River Reservation?

Teacher: Do we understand what sacred means for the tribes?

Teacher will allow time for students to use technology to research and find websites to complete poster maps of Wyoming. Students will keep a notebook with their facts on sites. These notes will be used to create the poster for their presentations.



## **STEP BY STEP PROCEDURE:**

### **Day 1: Introduction**

Note: If Video #1 – “Why Teach Native American History & Culture” has not been shown, teacher should show Video #1 before beginning Module 2. <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Students will view Video #2. Give time for students to research the websites and take notes about who they think the People are of Wind River.

**Essential Questions:** Who are the people of the Wind River Reservation?

Do they have sacred sites only on the reservation?

How can we better understand the conservation of these areas in our state?

### **Day 2:**

Students will label sites on the maps of Wyoming with the locations of the sacred sites.

Students will need to also locate where the 1868 Treaty took place.

Students will generate a POSTER MAP of Wyoming with the Wind River Tribes characteristics, population, tribal government, and other fun facts that they found.

### **EXTENSION:**

Students can also label known battle sites that took place in Wyoming.

Students can also label where the 1851 Treaty was signed.

Once students have completed their maps have them share out what they learned about Wyoming and how it connects to the People of the Wind River.

### **REVIEW:**

Who are the people of the Wind River?

Are the people of the Wind River considered nations?

What makes a site sacred?

### **EVALUATION:**

Students must have a complete map with sites mentioned in Video #2. Students also include other areas in their maps to understand that all sites have spiritual significance to many tribes in the surrounding areas.

Teacher may create a rubric to grade maps or oral presentation.



## **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.

### **Integration of Knowledge and Ideas:**

CCSS.ELA- LITERACY.RH.6-8.7

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## **WYOMING STANDARDS ADDRESSED IN LESSON (Expanded):**

### **Social Studies Standards (2018) Grade 8**

#### **Content Standard 1 - Citizenship, Government, and Democracy**

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

SS8.1.3

Explain the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States, Wyoming and Tribal government.

#### **Content Standard 2 - Culture and Cultural Diversity**

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

SS8.2.2

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.



SS8.4.1

Describe how historical events impact the future (cause and effect) and how change spreads to other places. (e.g., spread of industrial revolution or causes of the Civil War, impacts of Manifest Destiny, aftermath of French and Indian War, and progression of Indian Removal Act).