



Module 2

WHO ARE THE PEOPLE OF THE WIND RIVER RESERVATION?

Lesson Plan #3

LESSON PLAN DEVELOPED BY: George Abeyta, Ann Abeyta, Zedora Enos, John Washakie – Eastern Shoshone

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACYRH.6-8.1 - Key Ideas and Details

CCSS.ELA-LITERACYRH.6-8.4 - Craft and Structure

CCSS.ELA-LITERACYRH.6-8.7 - Integration of Knowledge and Ideas

CCSS.ELA-LITERACYW.8.1.B - Text Types and Purposes

CCSS.ELA-LITERACYSL.8.1 - Comprehension and Collaboration

CCSS.ELA-LITERACYSL.8.3 - Comprehension and Collaboration

CCSS.ELA-LITERACYSL.8.4 - Presentation of Knowledge and Ideas

CCSS.ELA-LITERACYSL.8.5 - Presentation 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: SS8.1.1.a, SS8.1.3

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

WY Standard 3: SS8.3.5

WY Standard 4: SS8.4.1

WY Standard 5: SS8.5.3, SS8.5.3.a

Language Arts: (2012) – Grade 8

Writing

Speaking/Listening

Presentation of Knowledge and Ideas

DURATION: 9 Days

MATERIALS REQUIRED:

Wind River (Video,) Produced by High Plains Films

http://www.highplainsfilms.org/films/wind_river

Shoshone Bannock News Special Edition, June 2008 Issue

Government of the Wind River Reservation

https://en.wikipedia.org/wiki/Wind_River_Indian_Reservation

Wind River Indian Reservation Interpretive Plan for the Eastern Shoshone and the Northern Arapaho, pp. 19-20, Wyoming State Historic Preservation Office



<https://www.google.com/search?client=firefox-b-1-d&q=Wind++Riv+er++Indian+Reservation+Interpretive+Plan+for+the+Eastern+Shoshone+and+the+Northern+Arapaho%2C>

KEY VOCABULARY:

Jurisdiction-

Sovereignty-

Allotment-

Per capita-

Homesteading-

Reclamation-

DESCRIPTOR:

Students will work in expert groups to research important historical events for the Eastern Shoshone and Northern Arapaho tribes. After completing research, the groups will present the information to the class and place visuals on the timeline and determine which events had the greatest impact on the people of the Wind River Reservation.

LEARNING OBJECTIVE:

Students will analyze the different pre and post reservation events on the timeline for the Eastern Shoshone and Northern Arapaho tribes and evaluate why it is important for Wyoming State Citizens to learn the history of the people of the Wind River Indian Reservation.

LESSON INTRODUCTION:

Essential Question:

Teacher will pose the question- Why is it important for Wyoming State Citizens to understand the history of the Eastern Shoshone and Northern Arapaho People?

STEP BY STEP PROCEDURE:

Day 1

Note: If Video #1 – “Why Teach Native American History & Culture” has not been shown, teacher should show Video #1 before beginning Module 2.

1. Essential Question - The teacher will pose the question-Why is it important for Wyoming State Citizens to understand the history of the Eastern Shoshone and Northern Arapaho People?
2. Video Introduction - Students will watch Video #2 - Who are the People of the Wind River Reservation? Teacher will Listen for these terms being used in the video: jurisdiction, sovereignty, allotment, per capita, homesteading, reclamation



3. Review of Video Content - Students will have solo thought time to write and evaluate why they think Wyoming State Citizens should understand the history of the Eastern Shoshone and Northern Arapaho People. They will jot down thoughts in their journals. The students will then discuss their journal entry with their elbow partners, along with the words they heard from the list.

Day 2

1. Opening Activity (Pick a Card) - The teacher will hand out notecards to each student with the following dates:
1775,1789,1824,1840, 1849, 1863, 1868, 1871, 1874, 1878, 1887, 1893, 1896, 1897, 1900, 1904, 1906, 1909, 1913, 1924, 1928, 1934, 1938, 1939, 1946, 1947, 1952,1953, 1954,1955, 1958, 1961, 1968, 1975, 1978,1988,1992, 2006
2. The teacher will give the students a copy of a Chronological Summary from the Sho-Ban News Special Edition and p. 19-20 of the Wind River Indian Reservation Interpretive Plan. They will match the date to an event.
3. Vocabulary Lesson - Teacher will have students identify (highlight) vocabulary words on the Chronological Summary. The teacher will lead a collaborative discussion on the meaning of the words followed by vocabulary activity. (See attachment).
4. Research - Students will begin researching the historical events of the Eastern Shoshone and Northern Arapaho tribes that match the date of the card they picked. Students will begin filling in the note taking guide.

Day 3

Video - The teacher will have the students watch the video, *Wind River*, Produced by High Plains Films. The students will add information gained from the video to their research.

Day 4 & 5

Group Project - Students will work in small groups based on time frames to write short group essays describing the historical events and create a visual representation of the events within their time frame. The students will be given a rubric that includes a score for the combination of the group essays, visual representation, and presentations.

Day 6 & 7

Group Presentations - Each group will present the information for the events and place their visual representation on the timeline. The class will add information to the Chronological Summary as they listen to the presentations. The teacher will populate the timeline based on the group presentation later used for the assessment.

Group 1 (1775-1849),

Group 2 (1863-1874),

Group 3 (1878-1897),

Group 4 (1900-1924),

Group 5(1928-1946),

Group 6(1947-1958)

Group 7 (1961-2006) *Groups will depend on class size.*



Day 8

1. Class Discussion and Collaborative Note taking - As a class, the students will mark the events that made the greatest impact on the Eastern Shoshone and Northern Arapaho Tribes and explain why they chose those events.
2. The teacher will lead a discussion, using the information they gained from the timeline, to base their claim to answer the essential question: Why it is important for Wyoming State Citizens to understand the history of the Eastern Shoshone and Northern Arapaho People?

Day 9- Assessment and project feedback-

REVIEW: Class discussion and matching of events on the timeline.

EVALUATION:

- 1) Rubric for group essays
- 2) The students will describe the generated timeline and/or match the dates to the events through mix and match cards.



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACYRH.6-8.1

- Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure:

CCSS.ELA-LITERACYRH.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-LITERACYRH.6-8.7

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

Text Types and Purposes:

CCSS.ELA-LITERACYW.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.

Comprehension and Collaboration:

CCSS.ELA-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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-LITERACYSL.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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.

SS8.1.1.a

Explain the rights, duties, and responsibilities of being a tribal member on the Wind River Indian Reservation (e.g., inherent rights, treaty obligations, and tribal sovereignty).



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 traditions, 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 3 - Production, Distribution, and Consumption -

Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS8.3.5

Describe how values and beliefs influence individual, family, and business decisions (microeconomics)

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).

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.

Human Place and Movement

SS8.5.3



Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.

SS8.5.3.a

Explain how the migration and settlement patterns of indigenous tribes influence place (e.g., migration of pre-Columbian Tribes, and reservation movement).



LANGUAGE ARTS 8TH GRADE:

Common Core Writing Standards

W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Speaking & Listening

Comprehension and Collaboration

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.

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

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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.