



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” from *Wyoming Blue Book* Volume 4, 1991, with updates, Wyoming State Archives

Attachment A



Wind River Indian Reservation Interpretive Plan for the Eastern Shoshone and the Northern Arapaho, pp. 19-20, Wyoming State Historic Preservation Office
<http://wyoshpo.state.wy.us/pdf/WRIRIPLowRes.pdf>

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.

Government of the Wind River Indian Reservation

Like reservations all over the United States, the Wind River Indian Reservation functions under a dual system of governance—a system that involves both the tribes and the federal Bureau of Indian Affairs. Wyoming's Wind River reservation is unique in that the tribal part of the governmental equation is also split between the two tribes on the reservation—the Shoshones and the Northern Arapahos.

Tribal Government

General Councils. The Shoshone and Arapaho tribes have separate general council meetings to act on matters of concern to each tribe. The general councils include all enrolled members of each tribe who are 18 years of age or older. General councils are called as needed by members who request that the respective business councils set a meeting time and date. A chairperson for the general council is nominated when the council convenes and is chosen by a vote of the tribal members present.

Business Councils. In 1934 the Indian Reorganization Act encouraged Indian tribes to exercise their residual sovereignty based on tribal constitutions. At that time, the Shoshones and Arapahos chose not to charter. Therefore the two tribes on the Wind River reservation are considered unorganized tribes—neither has a constitution or by-laws.

Every two years each tribe elects separate business councils which consist of six enrolled tribal members. Each tribe has different procedures for these elections. Enrolled members of the Arapaho tribe file a petition to run for office and proceed through a primary and general election. Shoshone tribal members nominate candidates for the business council at a general council meeting. Six of the nominees are then chosen in a general election.

Each business council meets separately on Tuesdays at 9 a.m. to take up matters pertaining to the respective tribes. The business councils act on tribal enrollments on the first working day of each month.

Entertainment Committees. Each tribe elects an entertainment committee at the same time elections are held for business councils. Six members are chosen to represent each tribe. The purpose of these committees is to promote social activities for each tribe. The entertainment committees also perform special services including the counting of votes at general council meetings. Members are respon-

sible for the upkeep and maintenance of the Sun Dance grounds and pow wow grounds. The Arapaho Entertainment Committee is responsible for the protection and upkeep of community halls in the Ethete and Arapahoe areas. The community halls in the Fort Washakie and Crowheart areas are operated by a board of trustees, one for each hall. Community halls are used for dances, feasts, sports activities, and other social occasions.

Joint Business Council. Elected members of the Shoshone Business Council and the Arapaho Business Council comprise the 12-member Joint Business Council. The Joint Business Council is an unofficial body. Members must return to their respective business councils to vote on substantive matters affecting each tribe. The Joint Business Council does not elect officers, but chairmen of the two separate business councils alternate as Joint Council chairman. The Joint Business Council meets each Wednesday at 10 a.m.

Joint Business Council Committees. Committees usually are made up of three members from each business council. The committees discuss matters pertaining to both tribes and make recommendations to the Joint Business Council. The committees meet as necessary.

Committees may be established as needed, but usually they include the Range and Assignment Committee, Fish and Game Committee, Health Committee, Roads Committee, Property Survey and Buildings Committee, Minerals Committee, Education and Recreation Committee, Budget Committee, Administration for Native Americans Committee, Hot Springs Committee, and Economic Development Committee.

Oil and Gas Commissions. In 1980 the two tribes formed separate commissions to investigate alleged oil and gas thefts and underpayment of oil royalties to the tribes. Along with special investigative counsel, both commissions coordinate efforts in the continuing investigative task.

Bureau of Indians Affairs

The Bureau of Indian Affairs (BIA) was created in 1824 and in 1849 was transferred to the U.S. Department of Interior under whose jurisdiction it remains. The purpose of the BIA is to encourage and train Indian people to manage their own affairs under a trust relationship with the federal government. It also exists to mobilize all public and private aids for the advancement of Indian people.

The BIA works closely with tribal councils in developing and operating programs on the Wind River Indian Reservation.

Administration. The services and programs of the BIA, the two busi-

ness councils and the Joint Business Council are highly integrated, although authority for bureau functions comes from the Interior Department while authority for tribal administrative units comes directly from the business councils. The council chambers, both joint and separate, are located in the Tribal Complex at Fort Washakie. BIA personnel are housed in the Wind River Field Agency Office which is separate but also located at Fort Washakie.

Court of Indian Offenses. The court's authority derives from the United States Code of Federal Regulations. It is referred to as a CFR court. As such the court is a part of the federal court system and the Department of the Interior rather than the tribal governmental system.

The chief judge, two associate judges, and three appellate judges are appointed by the local BIA superintendent, confirmed by a two-thirds vote of both tribal business councils, and verified by the U.S. Secretary of the Interior. Judges are members of the American Indian Tribal Judges Association. The association and the American Indian Lawyers Association provide training for lay persons to become judges.

The court's jurisdiction is within the boundaries of the reservation and extends, in both civil and criminal cases of misdemeanor, to Indians only. Non-Indians may bring civil cases to the court when the defendant is Indian.

The court also employs a clerk of court who supervises the secretary and bookkeeping staff, a prosecutor and an assistant prosecutor. Court sessions are held on Monday, Wednesday and Friday with Tuesdays and Thursdays set aside for special cases.

Shoshone Tribal Council Members 1931-1990

Aragon, William Sr.	1931-36
Aragon, Pete	1939-40
Bonatsie, Amos	1949-50
Boyd, John	1939-40
Bradford, Bill ¹	1961-62, 1965-68, 1975-76
Chinjay, Willison	1967-68
Clairmont, Maude	1941-44, 1947-60, 1967-68
Day, Gilbert	1935-48, 1953-54, 1955-60, 1967-68
Day, Jesse	1931-34
Driskell, Charles ²	1933-36, 1941-42
Engavo, Joe	1971-72, 1973-74
Enos, Enos	1953-54, 1971-74, 1979-82
Enos, Frank	1937-38, 1959-64, 1977-80, 1987-88
Harris, Bert	1957-58
Harris, George	1943-46, 1951-54, 1957-58

Harris, Robert N. Sr.	1937-38, 1943-72, 1975-86
Haukaas, Vida	1969-70, 1985-86
Henan, Ben Earl	1949-50
Henan, Joseph Jr. ³	1975-76
Hill, Hunting	1941-42, 1947-50, 1955-56, 1963-66
Lajeunesse, Tony	1947-48
Martel, Reuben	1947-52, 1955-56
Martel, Wesley	1979-90
McAdams, Alfred	1961-66, 1971-74
McAdams, Lanjo	1933-34, 1939-40
McLeod, Philbert	1969-70
Meade, Irene	1935-36
Murray, Larry	1971-72
Nipwater, Sam	1933-34, 1953-54
Noseep, Matthew D.	1987-90
Perry, Ben	1933-34, 1937-88
Pogue, James	1973-74
Shogutsie, Cyrus	1931-32, 1939-40
Snyder, Benjamin Sr. ⁴	1975-80, 1983-86
Snyder, Charles ⁵	1931-32
St. Clair, Darwin	1975-78
St. Clair, Herman	1943-46, 1951-52, 1955-56, 1961-66, 1969-70
St. Clair, John	1975-76
St. Clair, Lynn ⁶	1937-38, 1941-42, 1945-46
St. Clair, Orville M.	1987-90
St. Clair, Stanford ⁷	1973-74
St. Clair, Wallace	1935-36, 1965-66
Trijillo, John	1931-32
Wagon, Suzette	1959-62
Ward, Alfred ⁸	1973-74, 1977-86, 1989-90
Washakie, Charles	1935-42
Washakie, John R.	1981-90
Washakie, Marshall	1941-46
Weed, Starr ⁹	1963-64, 1967-78, 1979-84, 1987-90
Wesaw, Delmer	1957-60

¹ Died during 1975-76 term; replaced by Joseph Henan, Jr.
² Did not complete 1941-42 term; replaced by Lynn St. Clair.
³ Replaced Bill Bradford.
⁴ Resigned during 1979-80 term; replaced by Starr Weed.
⁵ Non-enrolled representative.
⁶ Replaced Charles Driskell in 1941-42.
⁷ Died during 1973-74 term; replaced by Alfred Ward.
⁸ Replaced Stanford St. Clair during 1973-74 term.
⁹ Appointed during 1979-80 term to replace Benjamin Snyder.

Arapaho Tribal Council Members 1931-1990

Antelope, Orlando	1941-42
Antelope, Ralph	1953-54
Armajo, Chester ¹	1985-86
Armajo, Hiram ²	1985-86, 1987-90
Blackman, John	1941-42
Brown, Darrell L. Sr. ³	1986-88
Collins, Gary ³	1986-88
Crispin, Tom	1935-36
Dewey, Mark ⁴	1985-86
Dewey, Scott	1931-34, 1943-52, 1955-62, 1965-66
Duran, Joe	1941-42, 1953-54, 1959-60
Duran, Steven	1949-50, 1957-62, 1965-66
Felter, Wayne ³	1979-84, 1986-90
Friday, Ben Sr. ⁵	1941-58, 1961-64, 1967-68, 1975-76
Friday, Hugh	1971-76
Friday, Robert	1931-40, 1943-44
Goggles, John	1937-38
Goggles, Lloyd	1957-60, 1963-64
Goggles, Mike	1933-38
Goggles, William P.	1981-82
Groesbeck, Bruce	1931-34, 1937-40, 1953-54
Groesbeck, Felix ⁶	1969-74, 1975-76, 1977-78, 1989-90
Hanway, Ernest ⁷	1961-62, 1965-74, 1977-80
Hanway, Paul	1933-34, 1947-48
Headley, Arnold ⁸	1963-70, 1973-78, 1979-80, 1981-82, 1983-84, 1985-86
Headley, Dave	1941-46, 1949-50
Hungary, Otto	1955-56
Hutchinson, Burton Sr. ³	1979-80, 1986-90
Miller, Jess ⁹	1959-60, 1963-76, 1977-78
Moss, Alonzo	1935-36, 1939-40
Moss, Herman J.	1967-70, 1977-78
O'Neal, Emil	1981-84
O'Neal, Neal ⁴	1985-86
Oldman, Daniel Jr. ⁴	1985-86
Oldman, Jerome	1939-40
Oldman, Joseph ¹⁰	1977-82, 1985-86, 1989-90
Posey, Ernest ¹¹	1951-52
Quiver, Alice	1953-54
Redman, Elk	1945-48
Ridgely, Eugene Sr. ¹²	1963-66, 1969-72, 1979-82
Ridgely, Hugh ¹³	1975-76

Scott, Nellie	1937-52, 1955-58, 1961-64, 1967-68
Shakespeare, Tom	1945-46
Smith, Joseph Sr. ¹⁴	1983-84, 1987-88
SunRhodes, Dennis ¹⁵	1983-84, 1987-88
SunRhodes, Ernest	1975-76
Tyler, Henry Lee	1933-36, 1949-52, 1955-58
Underwood, Martin ¹⁶	1955-56, 1959-64
Warren, John	1971-74
Warren, Leonard	1953-54
White, Crawford	1989-90
Whiteman, Charles	1931-32, 1935-40, 1943-44
Whiteplume, Burnette L. ⁴	1983-86
Wolfrang, Sam	1931-32

- ¹ Deceased; replaced by Hiram Armajo.
- ² Replaced Chester Armajo during 1985-86 term.
- ³ One of four new members elected May 28, 1986 to replace members who had been ousted by a tribal general council.
- ⁴ Removed from office April 20, 1986.
- ⁵ Replaced by Felix Groesbeck during 1975-76 term.
- ⁶ Replaced Ben Friday, Sr. during 1975-76 term; replaced by John Whiteman during same term.
- ⁷ Deceased; replaced in 1980 by Arnold Headley.
- ⁸ Replaced by Hugh Ridgely during 1977-78 term. Replaced during 1979-80 term by Patrick Goggles. Resigned during 1981-82 term and was replaced by Burton Hutchinson. In 1985 he replaced Joseph Oldman and later was replaced by Joseph Oldman.
- ⁹ Replaced by Hugh Ridgely during 1975-76.
- ¹⁰ Replaced in 1985 by Arnold Headley; later replaced Arnold Headley.
- ¹¹ Replaced during term by William Hanway.
- ¹² Replaced Martin Underwood during 1963-64 term.
- ¹³ Replaced Jess Miller during 1975-76 term.
- ¹⁴ Resigned during 1987-88 term; replaced by Dennis SunRhodes.
- ¹⁵ Replaced Joseph Smith, Sr. during 1987-88 term.
- ¹⁶ Replaced during 1963-64 term by Eugene Ridgely.

Population of the Wind River Indian Reservation

Since 1947 the Bureau of Indian Affairs has kept detailed records of the number of enrolled Shoshone and Northern Arapaho Indians. Although these figures provide a good point of reference for understanding the population of the reservation, it should be understood that some enrolled members of the two tribes do not live on the reservation, and that some reservation residents may be from other tribes.

	Shoshone	Arapaho
1947	1,423	1,417
1948	1,459	1,456
1949	1,484	1,520
1950	1,512	1,620
1951	1,545	1,655
1952	1,559	1,724
1953	1,580	1,803
1954	1,680	1,909
1955	1,615	1,950
1956	1,644	2,025
1957	1,681	2,074
1958	1,703	2,170
1959	1,723	2,214
1960	1,748	2,266
1961	1,782	2,314
1962	1,828	2,380
1963	1,848	2,448
1964	1,881	2,502
1965	1,926	2,566
1966	1,953	2,673
1967	1,983	2,673
1968	2,023	2,727
1969	2,040	2,776
1970	2,074	2,813
1971	2,111	2,877
1972	2,127	2,929
1973	2,139	2,976
1974	2,156	3,004
1975	2,168	3,042
1976	2,198	3,074
1977	2,220	3,116

	Shoshone	Arapaho
1978	2,237	3,155
1979	2,250	3,214
1980	2,276	3,269
1981	2,288	3,327
1982	2,323	3,398
1983	2,331	3,398
1984	2,364	3,525
1985	2,388	3,570
1986	2,416	3,649
1987	2,433	3,704
1988	2,453	3,748
1989	2,485	3,802
1990	2,493	3,854

