



**Module #2**

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

**(8<sup>th</sup> grade - Short Lesson plan)**

**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.6-8-4 - Craft and Structure
- CCSS.ELA-LITERACY.RH.8.1 - Key Ideas and Details
- CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and details
- CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure
- CCSS.ELA-LITERACY.W.8.1 - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.A - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.B - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.C - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.D - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.1.E - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3 - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3.A - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3.B - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3.C - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3.D - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.3.E - Text Types and Purposes
- CCSS.ELA-LITERACY.W.8.7 - Research to Build and Present Knowledge
- CCSS.ELA-LITERACY.W.8.8 - Research to Build and Present Knowledge
- CCSS.ELA-LITERACY.SL.8.1 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.A - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.B - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.C - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.1.D - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.2 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.3 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.8.4 - Presentation of Knowledge and Ideas
- CCSS.ELA-LITERACY.SL.8.5 - Presentation of Knowledge and Ideas

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

Wyoming State Social Studies Standards (2018) Grade 8

(see Standard Definitions at end of Lesson)

WY Standards 1: SS8.1.3

WY Standards 2: SS8.2.2, 8.2.4, SS8.2.4.a

WY Standards 3: SS8.3.5

WY Standards 4: SS8.4.1

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

Wyoming State Language Arts Standards (2012) – Grade 8

Writing

Speaking & Listening

Presentation of Knowledge & Ideas

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**DURATION:** - 45:00

**MATERIALS REQUIRED:**

*Arapaho Language Project “About Arapaho”*

<https://www.colorado.edu/csilw/alp/home/about.html>

*Arapaho Place Names*

<https://www.colorado.edu/csilw/alp/RMNP/Places/Mainmap.htm>

Arapaho Word Lists

<https://www.colorado.edu/center/csilw/language-archives/arapaho-word-lists>

Chromebook, iPad, or computer

Pencil

**KEY VOCABULARY:**

Reservation –

Place –

Arapaho –

Syllable –

Haiku –

Poem –



**DESCRIPTOR:**

Students will explore the Arapaho historical territory and learn about the place names given to areas in Wyoming, Colorado and Utah.

**LEARNING OBJECTIVES:**

After the activity students will create a Haiku poem using what they learned about Arapaho place names.

**LESSON INTRODUCTION:**

Begin the lesson with introducing them the Arapaho tribe. Select first website, *Arapaho Language Project “About Arapaho,”* <https://www.colorado.edu/csilw/alp/home/about.html> and read about the Arapaho and their language. This website will help build students background knowledge on Who the Arapaho are.

**STEP BY STEP PROCEDURE:**

**Step 1:** Teacher writes “Who are the Northern Arapaho?” on the board.

**Step 2:** Students will watch the video “Who are the Northern Arapaho?” <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

**Step 3:** Teacher asks students if they can answer the question on the board.

**Step 4:** Teacher discusses with students that today’s lesson will involve building more background knowledge about the Arapaho by exploring a couple of websites.

**Step 5:** Teacher shares the *Arapaho Language Project “About Arapaho”* <https://www.colorado.edu/csilw/alp/home/about.html> website with students. Read the paragraph and again ask the question on the board. Teacher will add the comments to the board. (Comments can help students build their poem if they need help)

**Step 6:** Teacher shares the *Arapaho Place Names* <https://www.colorado.edu/csilw/alp/RMNP/Places/Mainmap.htm> website with students.

**Step 7:** After short discussion on “Place Names, teacher hands out worksheet and has students read the directions. If students are not familiar with the Haiku poem, teacher can explain or allow students to Google for more clarification.

**Step 8:** Have students use the Place names website to write a Haiku poem with the number of syllables selected by teacher. Students are given time to write their poems. If time allows, have students share poems with each other.



**EVALUATION:**

Completed poems using the Arapaho place names and areas will be the assessment.

Did they understand the type of poem being used?

Did they use Arapaho place names correctly?

Did they use place names that were connected to the Arapaho?

Can they explain more details about the Arapaho not given in the video?



## WHO ARE THE NORTHERN ARAPAHO? WORKSHEET

Name: \_\_\_\_\_

A syllable is a part of a word that is pronounced as a unit. It is made up of a vowel alone or a vowel with some consonants. The word Arapaho has four syllables: A-rap-a-ho

“Haiku” is a Japanese form of poetry. Haiku poems consist of 3 lines. The first and third line have the same number of syllables, while the second line will have two more syllables than the first and third line. Here is an example:

Wyoming  
Wyoming is home  
Wyoming

How many syllables in each line?

Wyoming: \_\_\_\_\_

Wyoming is home: \_\_\_\_\_

Wyoming: \_\_\_\_\_

What do you think the Haiku is describing? \_\_\_\_\_

Below: Write your own Haiku poem using the Arapaho place names you learned about from the website.



## **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.8.1

### **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.

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### **Craft and Structure:**

CCSS.ELA-LITERACY.RL.8.6

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### **Text Types and Purposes:**

CCSS.ELA-LITERACY.W.8.1

- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.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.

CCSS.ELA-LITERACY.W.8.1.C

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.D

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.E

- Provide a concluding statement or section that follows from and supports the argument presented.



### CCSS.ELA-LITERACY.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.8.3.A

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

### CCSS.ELA-LITERACY.W.8.3.B

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### CCSS.ELA-LITERACY.W.8.3.C

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

### CCSS.ELA-LITERACY.W.8.3.D

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA-LITERACY.W.8.3.E

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Research to Build and Present Knowledge:**

#### CCSS.ELA-LITERACY.W.8.7

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### CCSS.ELA-LITERACY.W.8.8

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Comprehension and Collaboration:**

#### CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.SL.8.1.A

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.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:**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.5

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

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

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

#### **Social Studies 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.

#### **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.

##### 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.

#### **Social Studies 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)

#### **Social Studies 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).

### **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.

#### 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 Standards (2012) Grade 8**

#### **Reading Standards for Literature**

##### Key Ideas and details

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

##### Craft and Structure

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

##### Writing

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Speaking and Listening Standards Grade 8**

#### **Comprehension and Collaboration**

- 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.



- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 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

- 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.
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