



## Module #4

### WHO ARE THE NORTHERN ARAPAHO PEOPLE?

(8th grade - Short Lesson plan)

**LESSON PLAN DEVELOPED BY:** Michael 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.6-8-5 - Key Ideas and Details  
CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure  
CCSS.ELA-LITERACY.RH.6-8-7 - Integrations of Knowledge and Ideas  
CCSS.ELA-LITERACY.W.8.2 - Text Types and Purposes  
CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure  
CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details  
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.W.8.1.A - Comprehension and Collaboration  
CCSS.ELA.LITERACY.W.8.1.B - Comprehension and Collaboration  
CCSS.ELA.LITERACY.W.8.1.C - Comprehension and Collaboration  
CCSS.ELA.LITERACY.W.8.1.D - Comprehension and Collaboration



**WYOMING STATE 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: SS8.2.1, SS8.2.3, SS8.2.4.a

WY Standard 4: SS8.4.2, SS8.4.3, SS8.4.4.a

WY Standard 5: SS8.5.2, SS8.5.3, SS8.5.3a

WY Standard 6: SS8.6.2, SS8.6.4

Wyoming State Language Arts Standards – (2012) Grade 8

Key Ideas and Details

Craft and Structure

Writing

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

**DURATION:** Video: 9:03: “Who are the Northern Arapaho?” <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Lesson: 45:00

**MATERIALS REQUIRED:**

Tribal History:

<http://northernarapaho.com>

<https://saintstephensmission.com/about/the-arapaho-people>

Map Sites:

<https://www.wyohistory.org/sites/default/files/styles/large/public/treatylandsmat2.jpg?itok=mHrFRnNO>

<https://www.wyohistory.org/sites/default/files/styles/large/public/treatylandsmat.jpg?itok=NgtYgEzh>

<https://www.wyohistory.org/sites/default/files/styles/large/public/desmetmap2.jpg?itok=FR45y67X>

<https://www.wyohistory.org/sites/default/files/desmetmap3.jpg>



**KEY VOCABULARY:**

Sovereignty -	Agriculture Tribe -
Indigenous peoples -	Tribal Government -
Wind River -	Treaties -
Encroaching -	Tribal Enrollment -
Equestrians -	U. S. Citizenship -
Federal Government -	Blood quantum -
Unique Government relationship -	Tribal laws -
Nomadic -	Tribal Court System -
Hunter/gathers -	Arapaho culture -
Ardent -	

**DESCRIPTOR:**

Students will have gained a greater understanding of the Arapaho people in Wyoming. Students will be exposed to some of the history of how and why Arapahos settled in Wyoming. Students will learn how the Arapahos have been surviving in Wyoming.

**LEARNING OBJECTIVE:**

Students will learn more about who are the Arapaho people in Wyoming.

**LESSON INTRODUCTION:**

Students will learn who the Arapaho people in Wyoming are. They will answer questions; “Where did the Arapaho people come from?” and “How did the Arapaho people move to Wyoming?” By answering these question students will have gained a greater understanding regarding the Arapaho people and Treaties of the 1851 and 1868. Students will make connections using land formations, maps, geographic locations, history, Arapaho Language, and other concepts which encompass the Arapaho people, education, housing, casinos, Arapaho Ranch, Arapaho business’s, modern way of life of the Arapaho. Tribal resolutions are bills in the U. S. government.



### **STEP BY STEP PROCEDURE:**

**Step 1:** The teacher will share the vocabulary words with the students and give introduction to the video.

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

**Step 3:** Students will read the two short articles and will write 2 short ½ page summaries per article.

**Step 4:** Students will create two maps and students will hand draw using the map(s) on the websites of the Arapaho original homeland, and map of where Arapaho’s live today.

### **REVIEW:**

Students will write a short synopsis as to what they have learned about the Arapaho people from the beginning of their lesson to present time.

### **EVALUATION:**

Answer short essay questions;

Who the Arapaho people?

How many business’s does the Arapaho tribe own?

Where do the Arapaho people live?



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

### **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.

CCSS.ELA-LITERACY.RH.6-8-5

- Describe how a text presents information (e.g. sequentially, comparatively, and causally).

### **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.

### **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.W.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.W.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.W.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.W.8.1.D

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



## **WYOMING STATE SOCIAL STUDIES STANDARDS – GRADE 8 (2018)**

### **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.

#### **Rationale**

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance, which should be applied to the rights and responsibilities of good citizenship.

W.S.21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

#### **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.

### **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.

#### **SS8.2.1**

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.



SS8.2.3

Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).

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.

Rationale

In a global economy marked by rapid technological, political, and economic change, students will examine how people organize for the production, distribution, and consumption of goods and services.

**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 past, 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, of history by and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS8.4.2

Describe how tools and technology in different historical periods impacted the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw the world (e.g., impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, and Industrial Revolution technologies).

SS8.4.3

Analyze the way current events; affect all people, including Indigenous Tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.

SS8.4.4.a

Identify how federal policies have impacted Indigenous Tribes of Wyoming historically and currently (e.g., reservations, treaties, allotment, boarding schools, and forced assimilation).





## **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.

### **Physical Place and Region**

#### **SS8.5.2**

Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

### **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.

#### **SS8.5.3a**

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

## **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.\*



SS8.6.2

Distinguish among fact, opinion, and reasoned judgment in a text.

SS8.6.4

Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

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## **WYOMING STATE LANGUAGE ARTS STANDARDS – GRADE 8 (2012)**

Reading Standards for Literature

### **Key Ideas and details**

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.

### **Writing**

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 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.
  - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- 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.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
2. 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.
  3. 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 & Listening**

#### **Comprehension and Collaboration**

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.
  - 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.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.