



**Module #2**

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

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

**LESSON PLAN DEVELOPED BY:** Veronica E. Miller – Northern Arapaho

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

(See Standard Definition at end of lesson)

- CCSS.ELA-LITERACY.RI.4.3 - Key Ideas and Details
- CCSS.ELA-LITERACY.RL.4.1 - Key Ideas and Details:
- CCSS.ELA-LITERACY.RL.4.3 - Key Ideas and Details:
- CCSS.ELA-LITERACY.RL.4.4 - Craft and Structure
- CCSS.ELA-LITERACY.W.4.7 - Research to Build and Present Knowledge
- CCSS.ELA-LITERACY.W.4.8 - Research to Build and Present Knowledge
- CCSS.ELA-LITERACY.W.4.9 - Research to Build and Present Knowledge
- CCSS.ELA-LITERACY.SL.4.1 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.1.a - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.1.b - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.1.c - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.1.d - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.2 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.3 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.4 - Comprehension and Collaboration
- CCSS.ELA-LITERACY.SL.4.6 - Comprehension and Collaboration

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

Wyoming State Social Studies Standards (2014) 3<sup>rd</sup> - 5<sup>th</sup> Grade (2014)

(See Standard Definitions at end of Lesson)

SS.5.2.1 – SS.5.2.2

SS5.4.4

Wyoming State Standards - Language Arts – 4<sup>th</sup> Grade 2012

Key Ideas and Detail

Craft and Structure

Reading Standards: Foundational Skills

Research to Build and Present Knowledge

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas



**DURATION** – 45:00

**MATERIALS REQUIRED:**

*Cluster/Word Web 2 Handout (Medicine Wheel, Dinwoody)*

*Or Describing Wheel Handout (Devils Tower)*

**KEY VOCABULARY:**

Stewarts – A person whose responsibility is to take care of something.

Spiritual (Sacred) Space- is any space or area that has been dedicated to a sacred (holy) purpose.

Resilience- The capacity to recover quickly from difficulty; toughness.

**DESCRIPTOR:**

Students will gain an understanding of the influences of the People of the Wind River and recognize three of the sacred sites of Indian People in Wyoming.

**LEARNING OBJECTIVES:**

Students will gain an understanding of three spiritual sites in Wyoming. Completion of the handout for the different locations will assess student depth of knowledge.

**LESSON INTRODUCTION:**

Long before Wyoming became a state, various Indian tribes inhabited the area. Evidence of this time is documented by various spiritual sites throughout Wyoming. You will learn about a few of these sites through the video as well as research of one of the sites mentioned.

**STEP BY STEP PROCEDURE:**

**Step 1:** Students will watch the video “Who are the People of the Wind River Reservation?”  
<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

**Step 2:** The teacher will ask the students to name three of the sacred sites mentioned in the video.

**Step 3:** Students will choose one of the sites to research filling out the *Cluster/Word Web 2 Handout* for the Medicine Wheel or Dinwoody and the *Describing Wheel Handout* to retell the story regarding Devils Tower.

**Step 4:** Students can access the site provided and list their findings.

**Step 5:** Class can share what they have learned as a closing in whole group discussion.



**REVIEW:**

Students will share their findings of one of the spiritual sites selected in whole group discussion.

**EVALUATION:**

Students will complete one of the worksheets provided to document their findings of one of the spiritual sites mentioned in the video: Medicine Wheel, Devils Tower or Dinwoody Canyon.

**RESOURCES:** (can be printed and used as a handout or students can access via internet)

Ancient Observations Timeless Knowledge, “Bighorn Medicine Wheel”  
<http://solar-center.stanford.edu/AO/bighorn.html>

Sylvan Rocks Climbing School, “Devil’s Tower”  
[http://www.sylvanrocks.com/devils\\_tower\\_climbing/legends\\_history](http://www.sylvanrocks.com/devils_tower_climbing/legends_history)

“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)

**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RI.4.3

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Key Ideas and Details**

CCSS.ELA-LITERACY.RL.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)

**Craft and Structure**

CCSS.ELA-LITERACY.RL.4.4

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

**Research to Build and Present Knowledge**

CCSS.ELA-LITERACY.W.4.7

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-LITERACY.W.4.8**

- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CCSS.ELA-LITERACY.W.4.9**

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Comprehension and Collaboration****CCSS.ELA-LITERACY.SL.4.1**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.4.1.a**

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CCSS.ELA-LITERACY.SL.4.1.b**

- Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-LITERACY.SL.4.1.c**

- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**CCSS.ELA-LITERACY.SL.4.1.d**

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.4.2**

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.4.3**

- Identify the reasons and evidence a speaker provides to support particular points.

**CCSS.ELA-LITERACY.SL.4.4**

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.



CCSS.ELA-LITERACY.SL.4.6

- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

**Social Studies Standards (2014) Grade3rd-5th**

**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.

SS.5.2.1

Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.

SS5.2.2

Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).

**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 events shape the past, present, and 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 researching and interpreting events affecting individual, local, tribal, state, national, and global histories.



SS5.4.4

Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

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## **Language Arts – 4<sup>th</sup> Grade 2012**

### **Reading Standards for Literature K–5**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades

#### **Key Ideas and Detail**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)

#### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

### **Reading Standards: Foundational Skills (K–5)**

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

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).



Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Speaking and Listening Standards K–5**

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.