



Module #4

WHO ARE THE NORTHERN ARAPAHO PEOPLE?

(4th grade - Short Lesson plan)

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

COMMON CORE STANDARDS ADRESSED IN LESSON:

(See Standard Definition at end of lesson)

Speaking and Listening:

- 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

WYOMING STATE STANDARDS ADRESSED IN LESSON:

Wyoming State Social Studies Standards (2014) 3rd - 5th Grade (2014)

(See Standard Definitions at end of Lesson)

SS.5.2.1 - SS5.2.4

Wyoming State Standards - Language Arts – 4th Grade 2012

Speaking and Listening

Comprehension and Collaboration

DURATION: 45:00

MATERIALS REQUIRED:

Main Idea handout

KEY VOCABULARY:

Cultural Heritage - is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values.

Ceremonies - a formal religious or sacred observance



Extended Family - is a family that extends beyond the nuclear family, consisting of parents, aunts, uncles, and cousins, all living nearby or in the same household.

Values - Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.

DESCRIPTOR:

Students will gain an understanding of the Northern Arapaho people located on the Wind River Reservation in Wyoming.

LEARNING OBJECTIVES:

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

LESSON INTRODUCTION:

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.

STEP BY STEP PROCEDURE:

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

Step 2: The teacher will hand out the Main Idea handout and explain that the topic in the video today is Northern Arapaho People. The handout will be completed by the students listing three facts about the Arapaho while watching the video.

Step 3: Students will watch the video “Who are the Northern Arapaho?” <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 4: Whole group discussion using the Main Idea handout as a resource to guide discussion.

REVIEW:

Review vocabulary words.

EVALUATION:

Completed Main Idea handout and class discussion will be the evidence of student learning.



MAIN IDEA HANDOUT

Name: _____

Date: _____

Write the main idea on the line.
Write the details that support on each of the other lines.

Main Idea: _____

Detail: _____

Detail: _____

Detail: _____



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Speaking and Listening:

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.

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).

SS5.2.3

Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.

SS5.2.4

Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie)

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.
- d. 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.