



Module #6

PRESERVING THE WAYS

(8th grade - Short Plan)

LESSON PLAN DEVELOPED BY: Lynette St. Clair, Eastern Shoshone

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.RL.8.1 Key Ideas and details:
- CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure
- CCSS.ELA-LITERACYW.8.1 - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.1.A - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.1.B - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.1.C - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.1.E - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.3 - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.3.C - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.3.D - Text Types and Purposes
- CCSS.ELA-LITERACYW.8.E - Text Types and Purposes
- CCSS.ELA-LITERACYSL.8.1 - Comprehension and Collaboration
- CCSS.ELA-LITERACYSL.8.1.A - Comprehension and Collaboration
- CCSS.ELA-LITERACYSL.8.1.B - Comprehension and Collaboration
- CCSS.ELA-LITERACYSL.8.1.C - Comprehension and Collaboration
- CCSS.ELA-LITERACYSL.8.1.D - Comprehension and Collaboration
- CCSS.ELA-LITERACYSL.8.2 - 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 STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standards 2: SS8.2.1



Language Arts Standards (2012) Grade 8
Reading Standards for Literature
Key Ideas and details
Craft and Structure
Writing
Speaking & Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas

DURATION: 2 class periods

MATERIALS REQUIRED: (Information located in resource section)

Book Review *Coyote Steals Fire* Worksheet

Coyote Steals Fire – A Shoshone Tale retold and Illustrated by the Northwestern Band of the Shoshone Nation. Utah State University Press, Logan Utah. ISBN 0-87421-618-4 (pbk. : alk. paper)

Chromebook, iPad, or computer

Pencil

KEY VOCABULARY:

Culture –

Oral tradition –

Clan –

Elder –

DESCRIPTOR:

For many Native American tribes throughout the United States, the history of their tribes have been handed down through oral traditions. Tribal stories associate situations in life that often carry a message or lesson that can be used to help people resolve issues or gain valuable knowledge. Like any other community, the Eastern Shoshone people have retained their traditional stories and continue to pass that knowledge down to younger generations from the elders.

This lesson will introduce students to the diverse native communities throughout the United States. Although tribal societies have their own stories specific to their region/tribe, they all share the common thread of indigenous perspectives in regards to lessons in life through oral tradition.



Students will learn how the teachings of their elders provide valuable concepts of life that can only be learned through shared experiences. Regardless of your ethnic background, we can all agree that our older generations have lived a full life and have knowledge to share for which we must show our gratitude and respect them at all times.

LEARNING OBJECTIVES:

1. Students will acquire knowledge of the diverse tribal communities in the United States.
2. Students will discuss the importance of oral history and traditions and how it relates to them.
3. Students will compare the differences between early educational experiences of the Native American and non-native students, using key vocabulary words.
4. Students will examine the importance of generosity that the Shoshone people share with other tribes as well as the non-native community.

LESSON INTRODUCTION:

The Shoshone people come from a larger tribal community that includes Western Shoshone, Northern Shoshone, Paiute, and Comanche. These relative bands often share and borrow from each other, helping to maintain stories and traditions.

Students will learn about the value of generosity and sharing through the book titled *Coyote Stole Fire* by the Northwestern band of Shoshones. After reading the book, students can discuss the role their grandparents have in their lives. In most tribal communities, storytelling is viewed as the way in which proper moral training is taught and acquired.

In the Shoshone community, families would go to friends or relatives homes and gather in the winter for storytelling. Usually, the grandmother would be the designated storyteller, having the children gather around and listen. These stories were traditionally told in the Shoshone language and only told during the winter months. As this story is told, it demonstrates how everyone can benefit from the generosity of others. Because of the limited language speakers that remain, only children whose families still know the oral stories are able to hear them told in the traditional way. However, thanks to the advances in technology, many students are able to access these stories by going to their community library.

STEP BY STEP PROCEDURE:

Step 1: Watch the video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 2: Watch the video module titled “Preserving the Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>



Step 3: Discuss with students the basic history as told in the video and describe the similarities shared by the Shoshone and non-native communities (i.e., tribal enterprises identified in video).

Step 4: Have students share their perspective of Native Americans in general. This can be an open discussion within the class and should not take more than 5 minutes.

Step 5: Present the book titled *Coyote Stole Fire* to the class. Discuss how this is based on a Shoshone story and how traditionally stories are passed down from grandparents to grandchildren.

Step 6: Have students take turns reading the book aloud in class.

Step 7: After they have read the book, have students write their own thoughts about the story. Some prompts can be:

- a) Who are the most important characters in this story?
- b) What is this story about? Be detailed.

Step 8: Have students complete a book review worksheet (located in the resource section).

REVIEW:

Students may write an essay based on the following questions:

What childhood story have you heard from an older family member?

Was there a lesson that was taught to you in this story?

What story will you pass down to your children?

EVAULATION:

1. Students will complete the attached worksheet.
2. When asked, students will be able to explain how oral tradition plays an important role in retaining traditions and history.
3. Students will be able to explain why older people are highly respected in the Shoshone community, as well as other tribal communities.
4. The response from their written essay will demonstrate their ability to understand how the people meet human needs through interactions with other cultures.



RESOURCES FOR TEACHERS:

Wyoming PBS video module titled “Preserving the Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Wyoming PBS video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Coyote Steals Fire – A Shoshone Tale retold and Illustrated by the Northwestern Band of the Shoshone Nation. Utah State University Press, Logan Utah. ISBN 0-87421-618-4 (pbk. : alk. paper)

Book Review “Coyote Steals Fire” Worksheet



WORKSHEET 1 – BOOK REVIEW OF COYOTE STEALS FIRE

Name: _____

Your review should start with an introduction, followed by a summary of the book. Your own opinion on the story followed by an ending will conclude your review.

INTRODUCTION: State the name of the book. Who are the authors and when was it published?

I really liked this book because.....

I did not like this book because

SUMMARY: Briefly outline the main elements of the book (who, what, when, where, why).

ANALYSIS: State what you like and do not like about the book



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.

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-LITERACYW.8.1

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

CCSS.ELA-LITERACYW.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-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.

CCSS.ELA-LITERACYW.8.1.C

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

CCSS.ELA-LITERACYW.8.1.E

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

CCSS.ELA-LITERACYW.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-LITERACYW.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-LITERACYW.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-LITERACYW.8.E

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

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.8.1.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-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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-LITERACYSL.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-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 STATE STANDARDS ADDRESSED IN LESSON:
Social Studies Standards (2014) Grade 8

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

SS8.2.1

Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.

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.

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.

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

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.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 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.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.