



Module #6

PRESERVING THE WAYS

(8th grade - Short Plan)

LESSON PLAN DEVELOPED BY: Alberta Oldman – 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.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.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

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 8

(see Standard Definitions at end of Lesson)

WY Standards 2: SS8.2.1, 8.2.2, 8.2.4

WY Standards 4: SS8.4.4

Wyoming State Language Arts Standards (2012) – Grade 8

Writing

Speaking & Listening

Presentation of Knowledge & Ideas

DURATION: 45:00 min



MATERIALS REQUIRED:

Chromebook, iPad, or computer

Pencil

“Preserving the Ways” Worksheet

“I AM” poem handout

KEY VOCABULARY:

Preserve - maintain (something) in its original or existing state

Unique - being the only one of its kind; unlike anything else

Optimistic - hopeful and confident about the future

Resistant - offering resistance to something or someone

Identity - the fact of being who or what a person or thing is

Pride - a feeling that you respect yourself and deserve to be respected by other people

Tradition - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way

DESCRIPTOR:

In this lesson, students will watch Video #6 – “Preserving the Ways: Culture & Tradition.” In the previous videos, students were introduced and learned about the establishment of the Wind River Reservation, why Native American History should be taught, the Northern Arapaho Tribe, the Eastern Shoshone Tribe, and tribal government. This next video focuses on the importance of education amongst the two tribes yet realizing the need to stay connected to their culture and traditions. After viewing the video, students will complete a video worksheet as whole group and then write an “I am” poem.

LEARNING OBJECTIVES:

Students will demonstrate an understanding about the importance of education and preservation of the language and culture among the Northern Arapaho and Eastern Shoshone Tribe from the past, present, and future through participation in whole group discussions and a writing assignment that will be assessed using the adopted writing and listening/speaking rubrics.



LESSON INTRODUCTION:

Teacher: Say, *"We have been learning about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. We are now at the last video that will teach us about how these two tribes are emphasizing the importance of education but at the same time, how students are realizing their identity plays an important role as they are reaching for their dreams/goals."*

Teacher: Ask, *What is the definition for 'identity'? Definition: the fact of being who or what a person or thing is. Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for identity, using the think-pair-share method, have students pair up and share the characteristics that make up their own identity. Write definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share 'identity'.*

Teacher: Say, *Now that we have a better understanding of the word 'identity' and shared your personal identity with a partner, we are now going to watch the video titled 'Preserving the Ways- Culture and Tradition'. As I mentioned earlier, this video focuses on both education and preserving the ways, but to give you a little more background information, the education part provides us with the history of how education was viewed compared to the present and future of Native American students. It also shows how students are reconnecting with their culture and traditions.*

Teacher: Say, *before I start the video, I would like to inform you ahead time what assignment and writing activity we will be doing in this lesson. We will be completing a worksheet that accompanies the video as whole group then writing an 'I AM' poem independently.*

STEP BY STEP PROCEDURE:

Step 1: Introduce the lesson using the dialogue above.

Step 2: Hand out the "Preserving the Ways" Worksheet and read aloud the directions and questions to the students and tell them to listen for the answers as they watch the video.

Step 3: Students will watch the video "Preserving the Ways" <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Step 4: As whole group, answers the worksheet questions. (Allow students to answer first to check for understanding)

Step 5: Hand out the "I AM" poem template and example written from a Northern Arapaho Tribal member. (The purpose of the example is to show how Native American Indian students have dreams and goals through education yet they know they will face challenges/obstacles beyond the reservation boundaries.) Read aloud template and example.



Step 6: Have students start assignment. If they do not finish, assign as homework and have it completed for the next class period.

Step 7: Closure - To check for understanding, as whole group, very briefly ask students what was covered in today's lesson.

EVALUATION:

All the lessons for this video are tied directly to the Social Studies Standards but the lessons may be evaluated by other content areas.

“Preserving the Ways” Worksheet - Use District adopted grading scale.

‘I AM’ poem- Use District adopted Language Arts grading scale or rubric.



Video #6-Preserving the Ways Worksheet

Name _____

Date _____

Directions:

1. Read all questions before you view the video.
2. Watch the video
3. In whole group, discuss the answers to each question to gain an understanding of what the purpose of the video was intended for.

Questions:

1. Over the last _____ years, Native Americans have overcome many obstacles in their struggle to survive in a _____ world and _____ their ways.
2. Why are both tribes working hard to maintain traditions, much of their land, and resources?
3. Today, many media focuses on the crime, drugs, and gangs but according to Sam Dresser, how do the people on the reservation want to live?
4. In the past, why were families hesitant/resilient to share information with their children?
5. In the quest to preserve Native history, who were the invaluable links to past history and culture?
6. How was tribal history passed down to the next generation? _____
7. According to Darwin St. Clair, what were the 'teachings' to the youth focused on?
8. Today, what do the younger people on the Wind River Reservation desire?
9. What two topics are being regenerated among both tribes on the Wind River Reservation?
10. According to Marian Scott, 'The Arapaho Language is a _____ and it's _____'.
11. According to Roberta Engavo, 'The Shoshone Language is like a _____. It will _____ you across to what you want to know in life'.



12. List 3 things that Native Students have in addition to what they share with non-native students.

13. What are both tribes trying to do with media?

14. “The educational opportunities have grown _____ from past generations.”

15. When students/kids see someone who looks like them in certain positions (a teacher, a lawyer, a doctor, etc), what does it become for them?



**Video #6 Preserving the Ways
Worksheet**

ANSWER KEY

1. 150, CHANGING, PRESERVE
2. To preserve their identity for their children and grandchildren.
3. Simple, in peace, keep our culture going and our ceremonial ways.
4. They didn't want to get into trouble.
5. Families, parents, grandparents, aunts, uncles
6. Oral
7. "Where you came from"
8. To reconnect with our past history
9. Language and culture
10. Gift from the Creator, sacred
11. Bridge, walk
12. Songs, dances, ceremonies
13. Integrate it as a resource
14. Immensely
15. Reality



“I AM” Poem

FIRST STANZA

I am (2 special characteristics you have)
I wonder (something of curiosity)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that bothers you)
I cry (something that makes you sad)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something that is true)
I say (something you believe in)
I dream (something you dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)



“I AM”

I am Northern Arapaho
I wonder if I will reach my goal
I hear words of encouragement
I see my diploma
I want to be successful
I am Northern Arapaho

I pretend I am a leader
I feel determination
I touch beyond the reservation boundaries
I worry about the challenges I will encounter
I cry when I don't reach my full potential
I am Northern Arapaho

I understand that education is important
I say “I can do it”
I dream of being a role model
I try my best
I hope my future is bright
I am Northern Arapaho





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.

Text types and Purposes:

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

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.

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.

SS8.2.2

Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.

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).

Social Studies Content Standard 4

Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institution (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)

Language Arts Standards (2012) Grade 8:

Reading Standards for Literature

Writing

- 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.

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.