



## WASHAKIE – LAST CHIEF OF THE EASTERN SHOSHONE

**Lesson Plan #4**  
**9<sup>th</sup> – 12<sup>th</sup> Grade**

**LESSON PLAN DEVELOPED BY:** Lynette St. Clair - Eastern Shoshone

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

(See Standard Definition at end of lesson)

9<sup>th</sup> - 10<sup>th</sup> Grade:

CCSS.ELA- LITERACY.Literacy.RH.9-10.1 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.9-10.4 - Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.5 - Craft and Structure

CCSS.ELA- LITERACY.RH.9-10.9 - Integration of Knowledge and Ideas

11<sup>th</sup> – 12<sup>th</sup> Grade:

CCSS.ELA- LITERACY.RH.11-12.1 - Key Ideas and Details

CCSS.ELA-LITERACY.RH.11.12.3 - Key Ideas and Details

CCSS.ELA- LITERACY.RH.11-12.9 - Integration of Knowledge and Ideas

### **WYOMING STANDARDS ADDRESSED IN LESSON:**

#### **Social Studies Standards (2018) at the end of 12<sup>th</sup> Grade**

WY Standards 1: 12.1.1.a – 12.1.2 – 12.1.6.a

WY Standards 4: 12.4.1.a – 12.4.4.a – 12.4.5.a

**DURATION:** Video = 57:35 minutes. 4 class periods.

### **LESSON OVERVIEW:**

Students will explore the role of tribal leadership and the important principles of negotiating, collaboration, and consensus.

### **MATERIALS REQUIRED:**

Video: *Washakie – Last Chief of the Shoshone*

<http://video.wyomingpbs.org/video/2365251986>

Map of the Western United States

Internet Access / computers

Markers/Colored Pencils/ Butcher Paper / Pencil

Flip Chart / Board space

Index Cards / sticky notes (colored)



## **VOCABULARY:**

Culture –

Conflict –

Cross-Cultural setting –

Negotiate –

Tradition –

Indian Sign Language –

Dialect –

Reservation –

Uto-Aztecan Language –

## **CONCEPTS:**

***Conflict*** results from opposing needs, drives, wishes, and internal external demands.

***Cross-cultural setting*** is a setting which requires the understanding of another culture.

***Fact.*** A statement or an idea that is known to be true; it is backed up by proven details.

A ***reasoned judgement*** relies on factual information that supports the idea being made. When making a reasoned judgement, one might use words such as believe and probably. These words indicate that a judgement is being made.

An ***opinion*** is someone's opinion. Some of the clue words and phrases which an opinion giver might use include I feel, I think, good, best.

***Point of View.*** The standpoint from which something is considered or valued. An author presents a story from a certain perspective or vantage point. Stories are usually told from first-person or third-person point of view. In a first-person point of view story, a character tells the story; the reader learns only what the character knows, thinks, and feels. In a third-person point of view, the story is told by a narrator outside the story or narrative; this narrator makes observations.

***Propaganda Techniques*** are methods – not based in fact, and used to make persuasive arguments. Critical readers identify these techniques so that they can identify when fuzzy thinking has occurred, or when an argument deliberately appeals to emotion.

***Tolerance*** is respecting beliefs and actions which differ from one's own beliefs and ideas.



### **DESCRIPTOR:**

Washakie's rise to leadership came during a tumultuous time for all of Indian country. Prior to his leadership among the Eastern Shoshone people, Washakie spent many years in Montana and Idaho where he refined his skill for warfare. In this documentary, historians retell one of the most intriguing stories of Shoshone history and the western plains. Descendants of the last great Chief of the Shoshone also share their insights from oral history handed down from generations. Students will have the opportunity to see things from another culture's perspective and be able to support statements they make in discussions of other cultures. Accurate information is supported by facts and reasoned judgments; an explanation made up of only opinion relies on one's own embedded values.

Many Indian tribes share a rich history of leadership and governance. Leadership in the sense of Native American perspectives differs from that of the Anglo-American ideology. Past leaders were appointed by their membership because of the authoritative qualities they possessed. In addition, leaders also had to have a strong presence much to that of a spiritual leader and be highly skilled in other areas. Washakie possessed the qualities but still relied on his group of advisors, his council. After his death, the Chief system of governance became obsolete and replaced with the present governing system. The current tribal leadership is called the Shoshone Business Council and is comprised of a tribal Chairperson and five other members. However, the system of a General Council is still in place where tribal members, over the age of eighteen, have a voice in handling major issues such as enrollment, attorney's contracts, and law and order. The attached lessons will help students understand how leadership and governance works for the Shoshone Tribe. Students will participate in a simulated or "mock" tribal council meeting to develop reasoning and critical thinking skills.

### **LESSON INTRODUCTION:**

Teachers should read over the entire lesson plan and attachments to understand the process of tribal governance. This lesson will take multiple class periods to complete and teachers should plan accordingly.

Prepare markers and strips of paper for writing activity.

Invite tribal chairperson or tribal council members to share information about their duties and general tribal governance.

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

#### **Day 1:**

View the video documentary, *Washakie: Last Chief of the Shoshone*.

The video viewing time should be divided into two parts, so as to allow time for question and answer session. Students should be allowed to take notes during the viewing.

After the documentary has been viewed, follow up with the question, "What is leadership?"



**Prompt:** Identify the characteristics of good tribal leadership in a large circle. Hand out Sentence Strips to each student and have them:  
Silent writing activity: Students write qualities on strips of paper to put in circle.  
Share qualities with group, brainstorm new ideas about leadership.  
Students attach strips of paper on the board. Students take notes on qualities written on board.

***Writing prompt:***

Identify a person in your life that exemplifies leadership, someone you admire, and write about:  
Who is this person?

What characteristics make up this person?

Which characteristics you would like to adopt into your life and why?

Evaluate how Washakie faced conflict in his earlier years and compare that to his later years, as a leader of the Shoshone people.

**Day 2:**

Invite Tribal Chairperson or Tribal council member to share information about their office and governance. Have students pose questions about what qualities they embrace in their office and who they admire and mentor.

Pose questions in regard to tribal policy and how agreements are arrived at from consensus.

Have students write thank you letters to speakers referring to qualities of leadership they admire in them.

**Days 3 and 4: *A Lesson in Leadership***

Do you have what it takes to be a leader? Using the Lesson Plan titled “Lessons in Leadership” located in the resource section; students will be able to experience decision making and consensus building firsthand.

As a result of this lesson, each student should be able to:

Name and describe at least 10 important types of information needed before making a land management decision;

Identify cause and effect relationships that exist in environmental management; and

Describe alternative solutions to solving a specific problem.

Analyze historical events that lead to the settlement of the Eastern Shoshone under the leadership of Chief Washakie.

**EVALUATION:**

Assess the students’ understanding through participation in discussion and activities.

Evaluate the students’ comprehension of the lesson through the question and answer sheets provided.



Team building and consensus will be demonstrated through collaboration of students in working groups.

Students will demonstrate a thorough understanding of leadership and governance through group presentations and individual public speaking.

Using technology, students will demonstrate an understanding of group dynamics through the collaboration process. Students will also utilize critical thinking skills by working in groups to develop final group projects as assigned.

**EXTERNAL RESOURCES:**

Shoshone Tribal Business Council  
P.O. Box #538  
Fort Washakie, WY 82514  
307-332-3532

Council Members, 2017-18:

Clint Wagon, Chairman  
Vernon Hill, Co-Chairman  
Leslie Shakespeare, Member  
Jodi McAdams, Member  
Karen LaCroix, Member  
Nick Harris, Member

Council Members, 2021 - 2022

John St. Clair, Chairman  
John Washakie, Co-Chairman  
Gloria St. Clair, Councilwoman  
Gus Thayer, Councilman  
Michael Ute, Councilman  
Starr Weed, Jr. Councilman

Video: *Washakie – Last Chief of the Shoshone*

<http://video.wyomingpbs.org/video/2365251986>

*People of the Wind River, the Eastern Shoshones 1825-1900* by Henry E. Stamm, IV, University of Oklahoma Press

<https://academic.oup.com/ahr/article-abstract/106/1/167/94593?redirectedFrom=fulltext>

“Haudenosaunee Culture, the Great Law as a Model for US Democracy,” *A Warrior in Two Worlds*, PBS

<http://www.pbs.org/warrior/content/modules/great.pdf>

*Neither Wolf nor Dog* by Kent Nerburn, New World Library

<http://www.newworldlibrary.com/BooksProducts/ProductDetails/tabid/64/SKU/12333/Default.aspx>



**in Leadership**

*Wind River Reservation*

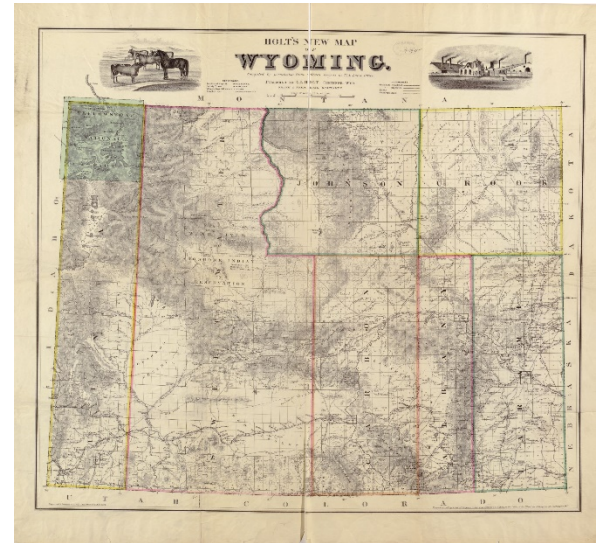
**Main Idea:**

Land use decisions are made when all interested members of the community are involved in the process.

**Objectives:**

As a result of this session, each student should be able to:

1. Name and describe at least 10 important types of Information needed before making a land management decision;
2. Identify cause and effect relationships that exist in Environmental management; and
3. Describe alternative solutions to solving a specific problem.



**Background:**

We need a variety of information before we can make land management decisions. Therefore, we must use the whole community as a classroom and learning environment to collect the required information.

**Procedure:**

Set the stage for this investigation by reviewing what will take place. For example, “During this activity, we will participate in a simulation concerning land use on a reservation and analyze the process.”

1. Distribute Task Card “A”. Read the problem to the group and then have them read the given information on Task “A” and list possible uses of the land to meet the reservation needs.
2. The problem is to identify some possible uses for the 1 square mile (640) acres of land that has been added to the reservation.



*Background Sheet for the Wind River Reservation Land Use Assignment*

**Task A Sheet**

“One square mile of unused county farmland adjacent to the present reservation location is now available for use.”

Read the background information for the reservation and list some possible uses of this new addition of land.

\* \* \* \* \*

The population is 7,000 and expanding. The expanding population growth is accompanied by demands for more housing, more jobs, additional services (sewer, power, water, etc.) and recreational areas.

Resources for industrial development such as power, water, and public transportation are in short supply.

The 640-acre addition was previously used for cattle grazing. There is a small stream and some standing timber (200 acres) of sparsely stocked live oak trees.

The Pipe River is relatively unpolluted and is the source of irrigation water for regional agriculture and the water source of several large communities. The river has several salmon runs and some resident trout. The gravel bed of the river is appropriate raw material for concrete manufacture.

The present sewage treatment plant and garbage disposal area are at maximum capacity.

Most members of the reservation are concerned about the maintenance of a scenic regional environment. The tribal council is the authority for land use, and many citizen groups are being formed to influence their decisions.

List the possible uses for the land.

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**Questions & Discussion – This lesson will require board space and sticky notes**

After most of the students have started to write down use on Task A, proceed with question 1.

1. What are some possible uses for this additional land? As students respond, write all comments. Instead of paraphrasing if they are too wordy, ask: “How shall I write that on the chart?” List all suggestions, specific or general. Number the items as you go along to simplify identification later. When you feel that you have enough material, proceed to question 2.



2. Which of these possible uses are similar? Designate similar uses by letters, symbols, or colors. When most are designated, or the group seems to run out of thoughts, stop. Change items among categories if the participants change their minds. Do not get bogged down in the details of grouping. For example: If some people think one use should be in another category, then put that use in both categories and proceed to the next step.
3. What label could we give to all the items in the same category? (Recreation, gaming, industrial, utilities, housing, commercial). If you have limited board space it would be okay to remove the lists of possible uses that were referenced to develop the categories of similar uses. Only the labeled categories will actually be needed for the remainder of this session. Proceed to next step.
4. Pose the question: What is our vision of the reservation in twenty years? What sort of community do we want to live in? What opportunities should we be providing for ourselves and the future generations of the reservation? What are our concerns for the future? Write all suggestions on the board and continue.
5. Categorize similar ideas and goals. Again, do not get stuck in the details of grouping, but allow this to be an opportunity to relate the commonality of the student's objectives and perceptions. Use this process to clarify and define the terms used. Students may express their views in very specific or abstract terms. Group ideas by their broad definitions and list more specific objectives under these headings. Proceed to next step.
6. Ask the students to consider the possible uses for the new addition to the reservation that was generated in the beginning of this lesson. Ask, "How can each one of these uses contribute to our vision for the future of our reservation lands? Do certain uses seem to complement or enhance others in promoting our vision for the future? Which ones seem to conflict with our vision for the future? How might these uses be altered or modified to resolve these conflicts? Keep the group focused on one of two specific uses at a time. This may be a good opportunity to redefine priorities and concerns or identify new issues.

### **Presentations and Public Speaking**

1. Divide the group into the number of land categories identified, with no more than eight people per group. Assign one of the categories to each group.
2. Inform the participants they have 10 minutes (or longer, depending on time allotted for assignment) to list and analyze the advantages and disadvantages of possible uses for the new addition to the reservation in the assigned category. You may consider those listed on the board plus and other possible uses you think of in your category. It is important to stress that this task is to just analyze the uses of land.
3. After the allotted time is up, have the groups develop a land use plan for the area in their assigned land use category. Allot groups 20 minutes. After each group has started their planning (5-10 minutes) go to step 4. If all the directions are given at first, many groups may start drawing a map before considering different land uses.
4. Proceed with these scenarios:
  - a. "We have just received word that the members of the tribal council have all resigned. Each group has one minute to elect one member to represent them on the council.
  - b. Have the new council members move to one side of the room and:
    - i. Tell them they have 10 minutes until the group meeting starts.



- ii. Have them concentrate on developing a list of criteria that they will use to evaluate each proposal.
- c. Have the new council elect a chairperson to preside during the group presentations.
- d. Have the group decide which staff person will be the timekeeper.
- e. After the council relocate to the other side of the room, make this announcement:
  - i. “You have about 8 minutes to finish your plan and develop a 3-minute presentation to be made to the tribal council. Your 3-minute presentation must include a visual display, such as a land use map, as part of your presentation and more than one person in each group must participate in making the presentation.”

Pass out colored markers and large pieces of butcher paper to each group.

5. When all groups are ready, have the tribal council enter the room and sit at the front. The timekeeper is to stop all presentations at 3-minutes and give them a 1-minute warning prior to the cut off time.
6. When the presentations are finished, the council reconvenes to select the best proposal.
7. While the council is meeting, each group is to develop a list of ways in which their plan could be redesigned to be more inclusive of other group’s objectives without compromising the bottom line of their own proposals. What are they willing to concede to? What do they believe is essential to the success of their own plan?
8. The council enters the room, reads their criteria for evaluating the groups aloud, announces their decision, and reads criteria used in making the decision. The group whose plan was chosen may share with the class how they might modify their plan depending on other ideas.
9. Have the council members return to the groups and continue on to the next section. The main purpose here is to evaluate the process, not get tied up in the content of the issues and various plans.

## **Discussion**

1. What additional information would you have liked to have for planning your group’s proposal?

Examples might include: Topography, cultural sites, vegetation, climate, soil survey, historical land use, transportation resources, flood plain, wildlife, funding sources, regional economies, political climate, educational resources, and demographic information.

2. Where would you go to collect information on these topics?



3. Point out to the group that this is one of the most important parts of the activity because it emphasizes that we need a variety of information and data before we can intelligently make a land management decision to best meet the needs of the people and the environment. This list has many of the elements that need to be considered in studying a local environmental issue or concern. It also includes elements of all the subject areas (social studies, science, language arts, etc.). Therefore, we have to use the total community as a classroom and learning environment to collect the information required.
4. Discuss how this decision-making process might be improved.
5. Discuss how leadership of the past was faced with very similar issues and decisions. Compare how the issues may have differed in regard to land use. What were the main sources of land use at the time of Washakie's leadership? Now, 100 years later, the land has been allocated to serve a population of over 6,500 enrolled Shoshone Tribal members, as well as over 12,000 Northern Arapaho Tribal members.
6. Have students develop a written report on their experience as a team member in the land use planning process. The report should detail the students' geographical knowledge and analysis of environmental changes. Each student participated in the collaborative decision-making process to determine the outcome, which should also be included in their reports.



Washakie: Last Chief of the Eastern Shoshone  
Video Worksheet

After viewing the video documentary, have students complete the following worksheet.

Consider Washakie's background and answer the following:

1. Name the two tribal affiliations from which Washakie is a member.
  - a.
  - b.
2. The Lemhi were one of many Shoshone bands. Name two other bands mentioned in the video.
  - a.
  - b.
3. What geographic areas did the Shoshone move about?
4. The Shoshone language has a distinct feature in that it is spoken by all of the bands within the Shoshone language family. What is this feature?
5. There is one difference identified in the language, what is that difference?
6. Give an example of how one would describe a difference in language dialect.
7. In what year was the Shoshoni Peace Treaty signed with the United States?
8. What were the government's motives for initiating treaties with the Shoshone?
9. After the 1863 Treaty, another Treaty followed. What year, and with what two tribes, was this treaty signed?
10. Indian humor is almost always found in tribal communities. When a group of Mormon missionaries asked to take some young Shoshone women as brides, what was Washakie's response?
11. Washakie's leadership lasted for well over 80 years. What was his chosen method of leadership?
12. According to the documentary, Washakie was "gifted" with a silver saddle after the Brunot land cession. Provide a general overview of what Washakie said when he accepted the gift. Explain, in your opinion, what his words meant.



**COMMON CORE STANDARDS ADDRESSED IN LESSON:**

**9<sup>th</sup> – 10<sup>th</sup> Grade**

Key Ideas and Details:

CCSS.ELA- LITERACY Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure:

CCSS.ELA- LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA- LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

**11<sup>th</sup> – 12<sup>th</sup> Grade:**

Key Ideas and Details:

CCSS.ELA- LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11.12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

CCSS.ELA- LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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**WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

**Social Studies Standards (2018) Grade 9<sup>th</sup> – 12<sup>th</sup> Grade**

**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.

SS12.1.1.a Compare the rights, duties, and responsibilities (inherent rights, treaty obligations, and tribal sovereignty) of being a tribal member on the Wind River Indian Reservation to the rights, duties, and responsibilities of an American citizen.

SS12.1.2 Explain and/or demonstrate how to participate in the political process and form personal opinions. (i.e., tribal, local, state, and national elections).

SS12.1.6.a Compare and contrast various tribal political systems (e.g., ideologies, structure, and institutions) within the United States.

#### **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 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, and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS12.4.1.a Describe patterns of change (cause and effect) and evaluate how past events impact current realities for Indigenous Tribes of Wyoming (e.g., migration, evolution of tribal leadership, treaties, Powder River Expedition, Red Cloud's War, Great Sioux War, Battle of Little Bighorn, land cessions, and 1905 Shoshone Reservation Congressional Act).

SS12.4.4.a Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act).

SS12.4.5.a Interpret and evaluate historical events with primary and secondary sources, including oral tradition and traditional storytelling of Indigenous Tribes of Wyoming (e.g., traditional drama and theater, song, and dance).