

# Wyoming State Social Studies Standards (2018) – 9th 12<sup>th</sup> Grade

## Correlated to Native American Education Lessons

**Highlighted Standards were updated in 2018**

### **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 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.

**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.

<b>Module 1 – Lesson Plan 5</b>	<b>Washakie – Last Chief of the Eastern Shoshone – Lesson Plan #4</b>
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**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).

<b>Washakie – Last Chief of the Eastern Shoshone – Lesson Plan #4</b>	
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**SS12.1.3** Analyze the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States and Wyoming Government (tribal, local, state, federal).

<b>Module 2 – Lesson Plan 6</b>	
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**SS12.1.3.a** Analyze the historical development of governance of the Indigenous Tribes of Wyoming through U.S. Congressional Acts and U.S. Supreme Court decisions (e.g., Per Capita Act, Marshall Trilogy, U.S.v. Shoshone Tribe of Indians)

**SS12.1.4** Distinguish the difference between civil and criminal legal systems and how they apply at the federal, state, and tribal levels.

SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.

**SS12.1.5.a.** Describe the inherent powers held by Indigenous Tribes of Wyoming due to their sovereignty. (e.g., taxation, membership, per capita payments, fish and game)

<b>Module 1 – Lesson Plan 5</b>	
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SS12.1.6 Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.

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

<b>Module 1 – Lesson Plan 5</b>	<b>Washakie – Last Chief of the Eastern Shoshone – Lesson Plan #4</b>
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**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.

SS12.2.1 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.

<b>Miss Indian America – Lesson Plan 2</b>	<b>Module 2 – Lesson Plan 6</b>
<b>Module 6 – Lesson Plan 9</b>	<b>Module 6 - Lesson Plan 10</b>
<b>Native American Veterans – Lesson Plan 3</b>	<b>Bozeman Trail – Lesson Plan 2</b>
<b>Module 6 - Lesson Plan 10</b>	<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>

<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>	
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**SS12.2.1.a** Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events).

<b>Miss Indian America – Lesson Plan 2</b>	<b>Module 2 – Lesson Plan 6</b>
<b>Module 3 – Lesson Plan 6</b>	<b>Module 6 - Lesson Plan 9</b>
<b>Module 6 – Lesson Plan 10</b>	<b>Module 6 - Lesson Plan 11</b>
<b>Bozeman Trail – Lesson Plan 2</b>	<b>Shoshone Buffalo Release – Lesson Plan 2</b>
<b>Lived History – Lesson Plan 3</b>	<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>

**SS12.2.2** Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 6 - Lesson Plan 9</b>
<b>Module 6 – Lesson Plan 10</b>	<b>Miss Indian America – Lesson Plan 2</b>
<b>Native American Veterans – Lesson Plan 3</b>	<b>Shoshone Buffalo Release – Lesson Plan 2</b>
<b>Lived History – Lesson Plan 3</b>	<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>
<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>	

**SS12.2.2.a** Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language).

<b>Module 2 – Lesson Plan 6</b>	<b>Module 6 - Lesson Plan 9</b>
<b>Module 6 - Lesson Plan 10</b>	<b>Module 6 - Lesson Plan 11</b>
<b>Shoshone Drum – Lesson Plan 2</b>	<b>Miss Indian America – Lesson Plan 2</b>
<b>Native American Veterans – Lesson Plan 3</b>	<b>Lived History – Lesson Plan 3</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>

**SS12.2.3** Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming’s history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).

<b>Module 2 – Lesson Plan 6</b>	<b>Module 4 – Lesson Plan 7</b>
<b>Module 6 – Lesson Plan 9</b>	<b>Module 6 – Lesson Plan 10</b>
<b>Miss Indian America – Lesson Plan 2</b>	<b>Native American Veterans – Lesson Plan 3</b>
<b>Bozeman Trail – Lesson Plan 2</b>	<b>Lived History – Lesson Plan 3</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>

SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).

<b>Bozeman Trail – Lesson Plan 2</b>	<b>Shoshone Drum – Lesson Plan 2</b>
<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>	

**SS12.2.4.a** Evaluate the conflicts resulting from forced assimilation (e.g., mission/boarding schools and relocation) and cultural preservation efforts (e.g., language revitalization and repatriation of human remains and artifacts) on Indigenous Tribes of Wyoming.

<b>Native American Veterans – Lesson Plan 3</b>	
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**Social Studies Content Standard 3 - Production, Distribution, and Consumption**

Students describe the influence of economic factors on societies and make decisions based on economic principles. Rationale

In a global economy marked by rapid technological, political, and economic change, students will examine how people organize for the production, distribution, and consumption of goods and services.

SS12.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.

SS12.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).

SS12.3.3 Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.

SS12.3.4 Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).

SS12.3.5 Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.

**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 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 4 – Lesson Plan 7</b>
<b>Module 6 – Lesson Plan 9</b>	<b>Miss Indian America – Lesson Plan 2</b>
<b>Native American Veterans – Lesson Plan 3</b>	<b>Bozeman Trail – Lesson Plan 2</b>
<b>Shoshone Buffalo Release – Lesson Plan 2</b>	

**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).

<b>Module 2 – Lesson Plan 6</b>	<b>Native American Veterans – Lesson Plan 3</b>
<b>Bozeman Trail – Lesson Plan 2</b>	<b>Washakie – Last Chief of the Eastern Shoshone – Lesson Plan #4</b>

SS12.4.2 Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.

SS12.4.3 Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.

<b>Native American Veterans – Lesson Plan 3</b>	<b>Miss Indian America – Lesson Plan 2</b>
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SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical event.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 4 – Lesson Plan 7</b>
<b>Module 6 – Lesson Plan 9</b>	<b>Module 6 – Lesson Plan 10</b>

<b>Native American Veterans – Lesson Plan 3</b>	<b>Miss Indian America – Lesson Plan 2</b>
<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>	

**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).

<b>Module 2 – Lesson Plan 6</b>	<b>Miss Indian America – Lesson Plan 2</b>
<b>Bozeman Trail – Lesson Plan 2</b>	<b>Washakie – Last Chief of the Eastern Shoshone – Lesson Plan #4</b>

SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 6 – Lesson Plan 9</b>
<b>Miss Indian America – Lesson Plan 2</b>	<b>Native American Veterans – Lesson Plan 3</b>
<b>Bozeman Trail – Lesson Plan 2</b>	<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>

**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).

<b>Module 6 – Lesson Plan 9</b>	<b>Native American Veterans – Lesson Plan 3</b>
<b>Shoshone Buffalo Release – Lesson Plan 2</b>	<b>Washakie – Last Chief of the Eastern Shoshone – Lesson Plan #4</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>

### **Social Studies Content Standard 5 - People, Places, and Environments**

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

#### **Rationale**

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.

<b>Module 2 – Lesson Plan 6</b>	
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**SS12.5.1.a** Use geographic tools and reference materials to compare ancestral locations of Indigenous Tribes of Wyoming to reservations today.

<b>Module 2 – Lesson Plan 6</b>	<b>Bozeman Trail – Lesson Plan 2</b>
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SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and longrange problems.

<b>Module 2 – Lesson Plan 6</b>	
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**SS12.5.2.a** Analyze how the value placed on physical characteristics and natural resources cause conflict among different groups. (e.g., Black Hills, energy development, Big Horn River Adjudication, Devils Tower/Bear Lodge, and Yellowstone)

<b>Module 2 – Lesson Plan 6</b>	<b>Bozeman Trail – Lesson Plan 2</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	

SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans’ sense of place.

<b>Module 2 – Lesson Plan 6</b>	<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>
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**SS12.5.3a** Analyze how conflict, demographics, movement, trade, transportation, communication, and technology affect the Indigenous Tribes of Wyoming's sense of place.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 6 – Lesson Plan10</b>
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SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 6 – Lesson Plan10</b>
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<b>Bozeman Trail – Lesson Plan 2</b>	<b>Shoshone Buffalo Release – Lesson Plan 2</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	

**Social Studies Content Standard 6 - Technology, Literacy, and Global Connections** Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.\*

SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

<b>Module 2 – Lesson Plan 6</b>	<b>Module 6 – Lesson Plan 9</b>
<b>Miss Indian America – Lesson Plan 2</b>	<b>Native American Veterans – Lesson Plan 3</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>

SS12.6.2 Assess the extent to which the reasoning and evidence in a text supports the author's claims.

<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>
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SS12.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). link to ISTE student standards.

<b>Native American Veterans – Lesson Plan 3</b>	<b>Bozeman Trail – Lesson Plan 2</b>
<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>

SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.

<b>Module 2 – Lesson Plan 6</b>	<b>Miss Indian America – Lesson Plan 2</b>
<b>Bozeman Trail – Lesson Plan 2</b>	<b>Shoshone Buffalo Release – Lesson Plan 2</b>



<b>Wacipi – Celebrating Native American Dance &amp; Song – Lesson Plan 1</b>	<b>George Abeyta Fancy Feather Dance – Lesson Plan #1</b>
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