



Preserving the Ways: Culture, Tradition & Language
Lesson Plan #9
Grade Level 9th – 12th

LESSON PLAN DEVELOPED BY: Alberta Oldman – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON: (See Standard Definition at end of lesson) 9th / 10th Grade C

CSS.ELA-LITERACY.RH.9-10-3 – Key Ideas and Details

CCSS.ELA-LITERACY.RH.9.10.4 - Craft and Structure

CCSS.ELA.LITERACY.RH.9-10.9 - Craft and Structure 11TH/ 12TH Grade

CCSS.ELA.LITERACY.RH.11-12.2 - Key Ideas and Details

CCSS.ELA.LITERACY.RH.11-12.4 - Craft and Structure

CCSS.ELA.LITERACY.RH.11-12.7 - Craft and Structure

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) at the end of 12th Grade (See Standard Definition at end of lesson)

WY Standards 2: SS12.2.1 - SS12.2.1.a - SS12.2.2 - SS12.2.2.a - SS12.2.3

WY Standards 4: SS12.4.1 - SS12.4.4 - SS12.4.5 - SS12.4.5.a

WY Standards 6: SS12.6.1

DURATION: 3 Days (40-minute class periods)

MATERIALS REQUIRED:

“I AM” poem handout (includes example)

Video “Preserving The Ways- Culture, Tradition & Language” Worksheet

Dreamcatcher project – See handout on “How to Make a Dreamcatcher” or teacher can research the internet on “How to Make a Dreamcatcher”. There are several videos with step-by-step instructions. For the purpose of this lesson, instructions are taken from a Wikihow site.

Note: When students are independently working on dreamcatchers, the teacher may want to play Native American Indian music. These can be purchased independently or found by researching the internet searching for “Native American Music”.

Invite a local drum group from the Wind River Reservation to sing and participate in the round dance social gathering (Contact any school on the Reservation and ask to speak with a culture teacher or consultant).

KEY VOCABULARY:

Preserve

Unique

Optimistic

Resistant

Identity

Pride

Tradition

Major funding was provided by the Wyoming Legislature. Additional funding was provided by the Matthew & Virgie Dragicevich Wyoming Foundation Trust

**DESCRIPTOR:**

In this lesson, students will watch the PBS video “Preserving the Ways: Culture, Tradition & Language.”

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 create an arts and craft project (dreamcatcher), write a “I am” poem, and participate in one of many social dances amongst all tribes across the Nation.

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 a hands-on project, poem, and participation 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 the 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 of time what assignments/activities we will be doing in this lesson. We will be completing a worksheet that accompanies the video, writing an 'I AM' poem and making an arts & craft project called a dreamcatcher. I will go into more detail as each one approaches."*



STEP BY STEP PROCEDURE:

Day 1:

Introduction: Introduce the lesson using the dialogue above.

After the introduction, teacher:

1. Will hand out the worksheet for video “Preserving the Ways” (attached) and read aloud the directions and questions to the students.
2. Play video "Preserving the Ways – Culture, Tradition & Language” for the first time (stress that the students listen to the content presented) and that they will be watching it again a second time to help them complete the worksheet.
3. Allow time for students to answer any of the questions they know the answers to (independent work that will be used for ‘check for understanding’).
4. Play video again (this time have students fill in the worksheet as they hear the answers to the questions they did not complete in step 3).
5. Gather worksheets to check for understanding of content.
6. Closure: Ask students about the two main topics that were focused on in the video?

Day 2:

‘I AM’ Poem

1. 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 the template and example.
2. Have students start the assignment. If they do not finish, assign it as homework and have it completed for the next class period. (At this grade level, students should type the final draft)
3. Closure: To check for understanding, ask students to ‘interpret’ the example of the ‘I AM’ poem that was included with the template. Ask questions like, what was the writer talking about? How do you think they feel if/when they leave the Wind River Reservation? In the video, the speakers talk about education. In your opinion, do you think the topic of education is discussed in homes on the reservation? Why or why not?

Day 3:

Dreamcatcher Arts & Crafts Project

1. Start the lesson by summarizing what was covered in Day1 and Day 2. Have students get out their “I AM” poems and ask if there are any volunteers who would like to share with the class.
2. Next, tell students that the lesson for today will focus on making an arts & crafts project called a dreamcatcher.

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Tell students the dreamcatcher is circular in shape because in most Native American Cultures, a circle represents life, there is no beginning and no end. Next, tell the students the purpose of the web, how it catches the bad dreams and allows the good dreams to pass through.

At this point, the teacher can tell students that a possible good dream that may pass through the web for Native American Indian students is the dream of 'being successful'

3. Start the project. Assist students as needed. Allow the remainder of the class period to work on dreamcatcher.

4. Closure: To check for understanding, ask students what they learned today about the dreamcatchers in regard to 'bad' and 'good' dreams.

To wrap-up the entire unit, tell students that they should now know more about 'the Culture and Traditions of Native Americans. Tell them that all Native American Tribes across the Nation have the same dreams/goals as non-natives do for their children/students yet they are unique individuals because they continue to remain connected to their 'identity'-Who They Are.

EVALUATION:

Note: 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, Culture and Tradition" Worksheet- Use the answer key provided to determine whether the student scored a 70% or better.

'I AM' poem- Use District adopted Language Arts grading scale or rubric

Dreamcatcher- Suggestion: Use art class rubric (project) or language arts rubric (following directions).



How To Make A Dreamcatcher

Instructions taken from Wikihow

Start the dreamcatcher by tightly wrapping the hoop with suede lace so that the entire hoop is covered.

Create the web by weaving the string along the frame of the hoop, starting from the outside and working inwards.

Finish the dreamcatcher by decorating it with the accessories of your choice, such as feathers or beads.

Gathering Your Materials

1

Select a metal or wooden hoop. Pre-made metal or wooden hoops are easy and work great for dreamcatchers. The size of the hoop you buy really depends on how big you want your dreamcatcher to be. However, if this is your first time making a dreamcatcher, try a 5-to-8-inch (13 to 20 cm) hoop. These hoops are neither too big nor too small for beginners.

These hoops can be found at your local crafts store in the yarn and crocheting aisle. Embroidery Hoops are another good option for dreamcatchers.

2

Use suede lace or ribbon to wrap the hoop. Choose leather or buckskin suede lace. Use a length of lace that is 18 times greater than the diameter of the hoop you are using and with a width no larger than the width of a shoelace, which is about 0.5 in (1.27 cm).

For example, if you are using a 5 in (13 cm) hoop, use 2.5 yd (2.3 m) of lace.

If you do not want to use suede lace, then you can also use ribbon.

3

Choose string for the web. Select a string that is both strong and flexible. Artificial sinew, hemp cord, waxed nylon string, or silk thread all work great. Cut the string so that its length is ten times the diameter of the hoop. Traditionally, natural-colored string is used, but you can use any color you want.

For example, if you are using a 5 in (13 cm) hoop, then you will need 50 in (127 cm) of string.

4

Pick your decorative materials. How you decorate your dreamcatcher is completely up to you. You can use feathers, strips of fabric, beads, gemstones, and shells to decorate your dreamcatcher. Choose materials that have personal meaning for you.

Wrapping the Hoop

1

Place a 0.5 in (1.3 cm) line of glue on the top of the hoop and wrap the suede lace around it. Holding the end of the suede lace against the hoop, wrap it around the line of glue. When you are wrapping the suede lace, make sure there are no spaces between the pieces of lace. Once you have wrapped the glued section, use a small binder clip to hold the lace in place and wait for the glue to dry. This will take about five minutes.

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Wrap the suede lace tight enough so that you can't see the hoop underneath.
Use regular craft glue.

If you are using regular ribbon, tie a double or triple knot at the starting point instead of using glue to secure the ribbon.

2

Wrap the suede lace around the entire hoop tightly so there are no gaps. Place a thin line of glue on at least four evenly spaced spots on the hoop as you continue to wind the lace around. This will ensure that the lace stays in place.

Make sure to use the small binder clips to hold the lace in place where the glue is.

Tightly wrap the lace around the hoop so that each loop is touching but not overlapping one another.
If you are using ribbon, use the same strategy to secure the ribbon around the hoop.

3

Stop wrapping the lace once you arrive back at the starting point. Before you get to the end, place a final line of glue on the hoop right next to the first loop. Finish wrapping the lace and secure it with a small binder clip where you placed the last line of glue.

4

Let the glue finish drying for about 15 to 20 minutes. Set the rings aside and let the glue do its thing and dry for up to 20 minutes. After the time's up, take off the clips and cut off any extra pieces of lace or ribbon

Weaving the Web

1

Tie the string securely to the top of the circle. Cut 2 yd (1.8 m) of string. Start by tying a knot at the top of the hoop. Tie a double or triple knot to ensure that the string is secure.

2

Loop the string around the hoop at 2 in (5 cm) intervals. Working clockwise, stretch the string to a spot about 2 in (5 cm) over on the hoop. Loop the string around the hoop and back over itself to create a hitch. Make sure to pull the string tight to secure it before moving on to the next loop. Pulling too hard on the string may warp the shape of the dreamcatcher.

3

Continue looping the string around the hoop. Loop the string around the entire frame until you reach the top of the hoop where you started. As you do this, go slowly to make sure the loops are evenly spaced. Once you reach the top, loop the string around the hoop next to the starting knot.

There will be an odd number of loops.

4

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Loop the string around the midpoint of the first line of thread to start the second layer. Using the same technique, loop the string around the center of the string in the first layer and then back over itself to create a hitch. Continue weaving the thread this way until you reach the top of the hoop.

5

Continue weaving layers until a small circle forms in the middle. As you weave the web, the circle in the middle will get smaller and smaller. Weave the string until only a small circle is left in the middle of the dreamcatcher. Make sure to pull the string tight to secure the web.

6

Secure the web with a knot. Once the circle is small—about the size of a penny or dime—tie a knot around the next string instead of hitching it. Tie a double or triple knot to make sure the string is secure and will not come undone. Then trim off any extra string with a pair of scissors.

7

Make a hanging loop. Cut a 5 in (13 cm) piece of suede lace. Tie the loose ends into a knot to make a circle. Secure the lace around the top of the hoop by pushing the knot through the loop. Then pull tight to create the hanging loop.

Decorating Your Dreamcatcher

1

Loop beads into the web. You will need to do this as you make the web. Place a bead on the string before you loop and hitch it to the next string. You can either space them out randomly or create a pattern by placing a bead on every other string.

2

Hang strips of fabric. Purchase different colors or patterns of fabric. Cut the fabric into strips and fold the strips in half to create a loop. Place the loop underneath the bottom rim of the dreamcatcher, then thread the ends of the fabric through the loop and pull tight to secure it.

You can also do this technique with suede lace, strips of leather, or any other type of string to create a dreamy hanging effect.

3

Thread beads onto the strips of fabric. Position the bead to where you want it on the string, then tie a small knot underneath the bead. The knot will hold the bead in place. You can string multiple beads on one strip of fabric in all kinds of fun and colorful patterns.

4

Hang feathers from the bottom of the dreamcatcher. Group four to five feathers together and use a small binder clip to hold them together. Then, tie and knot a string around the tops of the feathers to secure them. Finally, tie and knot the string along the bottom of the dreamcatcher.

You can also thread various beads onto the strings before you attach them to the dreamcatcher.



Preserving the Ways Video Worksheet

Name _____

Date _____

Directions:

1. Read all questions before you view the video.
2. Watch the video for the first time.
3. Answer the questions below that you can.
4. Watch the video a second time. Complete the worksheet using fill in the blanks or answer each question using complete sentences (restate).
5. 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 focus 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 _____'.
10. According to Roberta Engavo, 'The Shoshone Language is like a _____. It will _____ you across to what you want to know in life'.

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

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

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

14. 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? _____



Preserving the Ways Video 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 Humble and Honest
I wonder what the Fourth Stage of life has planned for me
I hear the teachings of my ancestors
I see our language and culture slipping away
I want to save our Arapaho way of life
I am Humble and Honest

I pretend we have control of our future
I feel lost in this new World we live in
I touch the hearts and minds of our youth
I worry one day it will all be forgotten
I cry when I see our people suffer
I am Humble and Honest

I understand the past is gone
I say “Let’s save our identity”
I dream that our traditions will be carried on for years to come
I try my best to pass on the wisdom of the Elders
I hope it makes a difference
I am Humble and Honest

Written by Alberta Oldman



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Dreamcatcher Exemplars



Photo source: dreamcatchers – Google Search

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Photo source: Search Results/Hobby Lobby

COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th / 10th Grade Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10-3

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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.9-10.9

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

11TH/ 12TH Grade Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.2

-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.11-12.7

-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WYOMING STATE SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

9th – 12th Grade Social Studies (2018)

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.

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).

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.

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).

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).

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.

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SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.

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.

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

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).

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.