



Preserving the Ways: Culture, Tradition & Language
Lesson Plan #10
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

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

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

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

11th / 12th 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.11-12.7 – Integration of Knowledge and Ideas

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 12th Grade (see Standard Definitions 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: SS12.4.4

WY Standards 5: SS12.5.3a - SS12.5.4

DURATION: 45:00 min

MATERIALS REQUIRED:

Technology device to view video for class

Pencil

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



the two tribes yet realizing the need to stay connected to their culture and traditions. After viewing the video, students will write and type an “I am” poem. If time allows, draw names at random/ask for volunteers to share their 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 small group discussions and a writing assignment that will be assessed using the district 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 their 'identity'.

Teacher: Say, *Now that we have a better understanding of the word 'identity' and you have 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 about the writing activity we will be doing in this lesson. You will be writing and typing an 'I AM' poem independently. Once that is completed, if time allows, I will draw names at random/ask for volunteers to read (present) their poem to the class.*

STEP BY STEP PROCEDURE:

Step 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 exemplar.

Step 2:

Have students start the rough draft of the writing assignment (pencil and paper) and inform them to share the draft with the teacher.



Step 3:

Once the students have demonstrated their 'I AM' poem is of quality standards, they may now begin typing the final draft.

Step 4:

Have students submit their poem through email or share the google doc.

Step 5:

(Optional) If time allows, call for volunteers to share their poem or draw names at random.

Step 6:

Closure - To check for understanding, as a whole group, very briefly ask students what two main topics were addressed today in the video.

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. 'I AM' poem- Use District adopted Language Arts grading system.

Presentation- Use District adopted Presentation grading system.



“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”

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



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



COMMON CORE STANDARDS ADDRESSED IN LESSON:

9th / 10th Grade

Key Ideas and Details:

CCSS.ELA- 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.

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.

11th / 12th Grade

Key Ideas and Details:

CCSS.ELA- LITERACY y.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.ELS-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.11-12.7

-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.

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.

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.

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



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.

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.

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.

SS12.5.3a Analyze how conflict, demographics, movement, trade, transportation, communication, and technology affect the Indigenous Tribes of Wyoming's sense of place.

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



SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.

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