



Preserving the Ways: Culture, Tradition & Language
Lesson Plan #12
Grade Level K-2nd

LESSON PLAN DEVELOPED BY: Ann Abeyta – Eastern Shoshone

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COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY. Speaking and Listening

CCSS.ELA-LITERACY.SL.1.1.A – Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.1.C – Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.2 – Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.3 – Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.4 – Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.1.5 – Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018)

(See Standard Definitions at the end of the lesson)

WY. Standard 2 – SS2.2.2

WY. Standard 5 – SS2.5.2

DURATION: 2 Day Lesson Plan

VIDEO: “Preserving the Ways: Culture, Tradition & Language”

MATERIALS REQUIRED:

Preserving Our Ways Video

Handout #1-Identity

Images for Vocabulary Activity - #2

Handout- Note Taking - #3

Assessment

KEY VOCABULARY:

Preserving

Traditions

Identity

Culture

Ceremony

Boarding School

DESCRIPTOR:

Students will watch the PBS video “Preserving Our Ways” to gain an understanding of how the Eastern Shoshone and Northern Arapaho Tribes are preserving their culture.

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



LEARNING OBJECTIVES:

- Students will define identity, culture, traditions, and preservation.
- Students will identify how the Eastern Shoshone and Northern Arapaho Tribes are preserving their culture.
- Students will gain an understanding of the importance of preserving culture.

LESSON INTRODUCTION:

Rather than focusing on the many, many, many negative impacts and obstacles Native American Tribes have faced holding onto their culture, the Wyoming PBS video “Preserving Our Ways” captures the amazing strength and resiliency of the Eastern Shoshone and Northern Arapaho people to hold onto their cultural identity. This lesson helps highlight how preserving cultural identity is important.

STEP BY STEP PROCEDURE:

1. Anticipatory Set

Handout #1

Introduction for the lesson-Identity Activity

- Students will use Handout 1 to list or draw pictures of their family, home, and favorite things to do.
- Teacher will allow students to share three things about themselves.
- Teacher will define Identity for the students.

2. Stating Objectives

State Learning Objectives:

- Students will define identity, culture, traditions, and preservation.
- Students will identify how the Eastern Shoshone and Northern Arapaho Tribes are preserving their culture.
- Students will gain an understanding of the importance of preserving culture.

3. Vocabulary

Introduce Vocabulary Words using pictures. People from different cultures might eat different foods, wear clothes, have different dances, live in different styles of homes, and speak different languages.

Individuals have their own identity and groups of people have a cultural group identity that shows who they are and how they are different from other groups.

Preserving means to protect from losing it.

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4. Video

Handout #2

Teacher will ask the students if they ever noticed somebody that spoke a different language, ate different food than they did, listened to a different type of music, maybe even dressed different, or believed differently than they did.

There are many different cultures around the world. Today we are going to watch a video that discusses briefly how two Native American tribes are preserving their culture.

- Teacher will ask the students to pay attention to the words culture, traditions, preserving and notice what the Eastern Shoshone and Arapaho tribes are doing to preserve their culture.
- What do you notice about the children in the video?
- What did the older people say in the video to encourage others to have a strong identity?

The teacher may stop the video at any time to discuss any of the questions as they appear in the video and allow students to draw pictures, write single words, phrases or sentences to help answer the questions.

Highlighted Quotes:

“It is who we are, it’s our identity.”

“We also have our songs, dances, and our ceremonies.”

“Keep our culture going in a ceremonial way.”

“Share it.”

“As tribal members we have that oral history.”

“I see pride.”

“

5. Think Pair Share- Students will share their pictures or notes with a partner.

6. Whole Group Discussion to check students' understanding of the objectives. Review the questions and call on students who would like to share their notes.

7. Ask if anyone would like to share something about their own family (Culture).



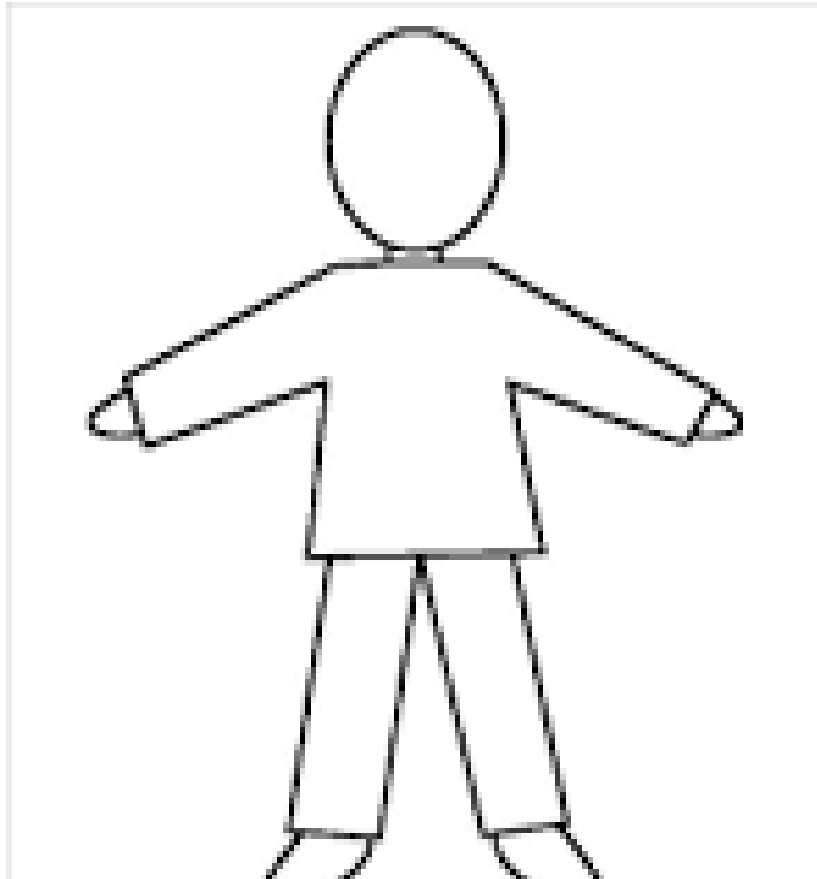
1. Assessment-

Questions	Words	Pictures
Why is it important to preserve culture		
How are the Eastern Shoshone and Northern Arapaho preserving their culture?		

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HANDOUT #1



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Note Taking Handout for Video - #2

You can draw or write words, phrases or complete sentences.

What did you see?	What did you hear?	How did it make you feel?



COMMON CORE STANDARDS ADDRESSED IN LESSON: (See Standard Definition at end of lesson)

CCSS.ELA-LITERACY - Speaking and Listening:

CCSS.ELA-LITERACY.SL.1.1.A

-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.C

-Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards - 2018 K-2nd Grade

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.

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SS2.2.2 - Recognize and describe unique ways in which expressions of culture influences people including Indigenous Tribes of Wyoming (e.g., language, sign language, stories, music, symbolism, and art).

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.

Human Place and Movement

SS2.5.2 Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community (e.g., neighborhoods, schools, towns, and reservation communities).