



**The Wind River Reservation -
Who are the People of the Wind River Reservation**

Lesson Plan #7

K- 2nd grade

LESSON PLAN DEVELOPED BY: Ann Abeyta - Eastern Shoshone
reviewed by Robyn Rofkar and Zedora Enos

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

CCSS.ELA-LITERACY.SL.1.1 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.1.1.A - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.1.1.B - 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
CCSS.ELA-LITERACY.SL.1.6 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards - 2018 K-2nd Grade (See Standard Definitions at the end of the lesson)

Social Studies Content Standard 2 - Culture and Cultural Diversity
SS2.2.1 - SS2.2.2

Social Studies Content Standard 4 - Time, Continuity, and Change
SS2.4.2

Social Studies Content Standard 5 - People, Places, and Environments
SS2.5.1

Physical Place and Region

SS2.5.2

Human Place and Movement

SS2.5.3

Environment and Society

SS2.5.4

DURATION: 1 hour

PBS VIDEO: “The Wind River Reservation - Who are the People of the Wind River Reservation?”

MATERIALS REQUIRED:

1. Wyoming Map showing boundaries, communities, and tourist attractions of the Wind River Reservation

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



2. Handout -Outline of a Suitcase. Print enough copies for each group to have 2 copies.
3. List of questions to divide for each group.
4. Teacher Folder- Pictures of Eastern Shoshone and Northern Arapaho Children long ago and today, Pictures of modern buildings(schools, clinics, stores, casinos, post office, gas station) on the reservation, Pictures of Eastern Shoshone and Northern Arapaho homes long ago and today, Pictures of Eastern Shoshone and Northern Arapaho people dressed in their regalia for special celebrations, Pictures of Tourist Attractions on the Wind River Reservation, Pictures of rodeos, pow-wow, basketball games, softball games, track meets, volleyball games, any community activities, Pictures of objects with Eastern Shoshone Spelling, Same pictures of objects with Northern Arapaho Spelling
5. Group Rubric for presentation.

KEY VOCABULARY:

Culture	Tribe	Eastern Shoshone	Northern Arapaho
Sacred	Reservation	Dwelling	Wickiup
Traditional	Current	Communities	Modern
Regalia	Historical	Artifacts	Distinct
Unique			

DESCRIPTOR: This lesson is intended to be an introduction only for 2nd graders to become familiar with the people of the Wind River Reservation. The teacher will take the students on an imaginary vacation to the Wind River Reservation. The students will have to pack an imaginary suitcase with things they would want the people of the Wind River Reservation to learn about them and pack a second suitcase full of questions they want to know about the people of the Wind River Reservation. The students will work in inquiry groups listing questions of what they want to learn about the people of the Wind River Reservation. They will combine their questions, view a video titled Who are the People of the Wind River Reservation that highlights the two distinct tribes who live on the Wind River Reservation. To help prepare for their imaginary vacation the students will also unpack a “Trunk” full of historical and modern-day photos of the Eastern Shoshone and Northern Arapaho people, artifacts, community buildings and tourist attractions on the Wind River Reservation. Students will also study a Wind River Reservation map and locate the main Eastern Shoshone and Northern Arapaho communities, schools, and tourist attractions.

An extension of the lesson can be taught using the two videos: Who are the Eastern Shoshone and Who are the Northern Arapaho.

LEARNING OBJECTIVES:

1. I can answer questions about daily life from the past and present by using artifacts, maps, and photographs.
2. I can show how the way people have communicated has changed over time.
3. I can answer the question where something is located by using a map.
4. I can read map symbols and understand the physical characteristics of a location.

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5. I can describe how adaptations to the physical environment to survive and adapt and modify it to suit their needs.
6. I can define culture.
7. I can describe how various cultures meet basic needs.
8. I can list the characteristics of different cultures such as food, language and customs.
9. I can describe how different cultures borrow, adopt, and adapt to new ideas.
10. I can show respect for others.
11. I can work in a group to determine goals, assign tasks for individuals, complete assigned responsibilities, and determine if goals are reached.

LESSON INTRODUCTION:

The teacher will ask the students, “How many of you have been to the Wind River Reservation?”

We are going to take an imaginary vacation to learn about the people of the Wind River Reservation. After our imaginary vacation you will be able to answer these essential questions: How do the Eastern Shoshone and Northern Arapaho people live today?

How did the Eastern Shoshone and Northern Arapaho people live long ago?

What do you notice about the current communities and their locations of the people who live on the Wind River Reservation?

What do you notice about the Eastern Shoshone and Northern Arapaho traditional clothing worn today during special celebrations?

Why is it important for us to know that each tribe is unique and what makes them unique?

STEP BY STEP PROCEDURE:

1. (3 minutes) Teacher introduces the lesson, states the essential questions, and presents the Objectives of the Lesson.
2. (2 minutes) Students will be placed into groups of 3 or 4.
3. (5 minutes) Each group will be given a handout shaped like a suitcase. The teacher will explain to the students they are going to take an imaginary trip to the Wind River Reservation. Before we travel, we are going to pack our suitcase with things we want children on the reservation to know about us. We want the children to get to know us before we arrive. Pack all the things you think are important for them to know about you as a group. The group will have 5 minutes to list everything they would want children on the Wind River Reservation to know about them.

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4. (5 Minutes) Each group will be given another handout shaped like a suitcase. The teacher will explain they will send a second suitcase ahead of time to the Wind River Reservation with questions we want to know about the Shoshone and Arapaho people. Each group will have 5 minutes to list everything they want to know.

5. (5 Minutes) The teacher will tell the students they will combine all their questions into one suitcase so none of the questions are duplicated. The teacher will quickly check for duplicates and divide the questions evenly for each group. She will also give each group additional questions that have been prepared ahead of time.

6. (10 Minutes) The teacher will tell the students they will watch a short 4 minute video titled Who are the people of the Wind River Reservation. The students will pay attention to the information on the video to see if any of the questions they have been given are answered. The students will be given 5 minutes to write down the answers to their questions.”Who are the People of the Wind River Reservation?”

7. (5 Minutes) The teacher will then take 5 minutes to share information from the Wind River Reservation Trunk. If any of their questions have been answered the teacher will give them 5 minutes to discuss as a group and write down their answers or draw a picture to represent their answer.

EVALUATION: (25 minutes)

After watching the video and unpacking the Wind River Reservation Trunk, each group will be given a rubric for a group presentation. The class will listen to all the presentations. If some of their questions have not been answered in the video or from unpacking the “Trunk”, the students will state their additional questions in their presentation.

The teacher can extend the lesson and have the students view “Who are the Eastern Shoshone and Who are the Northern Arapaho” videos and schedule an appointment with the Eastern Shoshone Cultural Center and Northern Arapaho Historic Preservation Office to have additional questions answered.

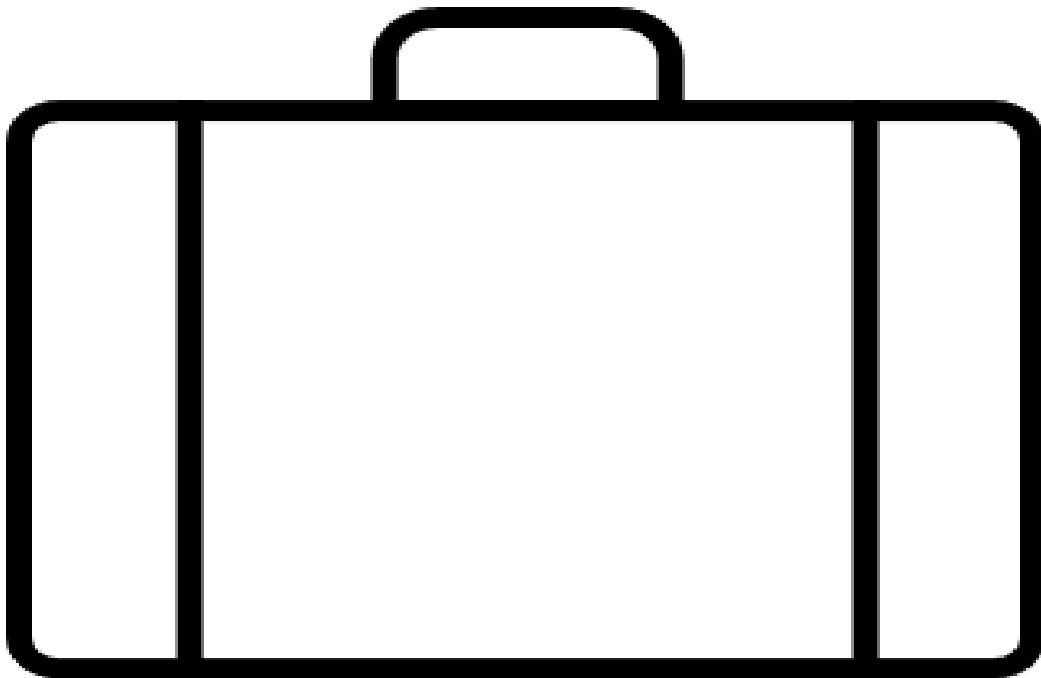
Requirements for Presentation	Points
Each member of the group speaks during presentation	5
All questions are presented with the correct answers	5
Each group states why it is important to learn about the People of the Wind River Reservation in their conclusion of the presentation.	5
Total Group Points	15



Handout #1:

Group Name: _____

Directions: List or draw pictures of items, characteristics, talents that describe you.





Handout #2:

Group Name: _____

Directions: Write questions you would like to know about the Wind River Reservation.



WIND RIVER RESERVATION TRUNK TEACHER FOLDER



[welcome to the wind river reservation sign - Search Images](#)

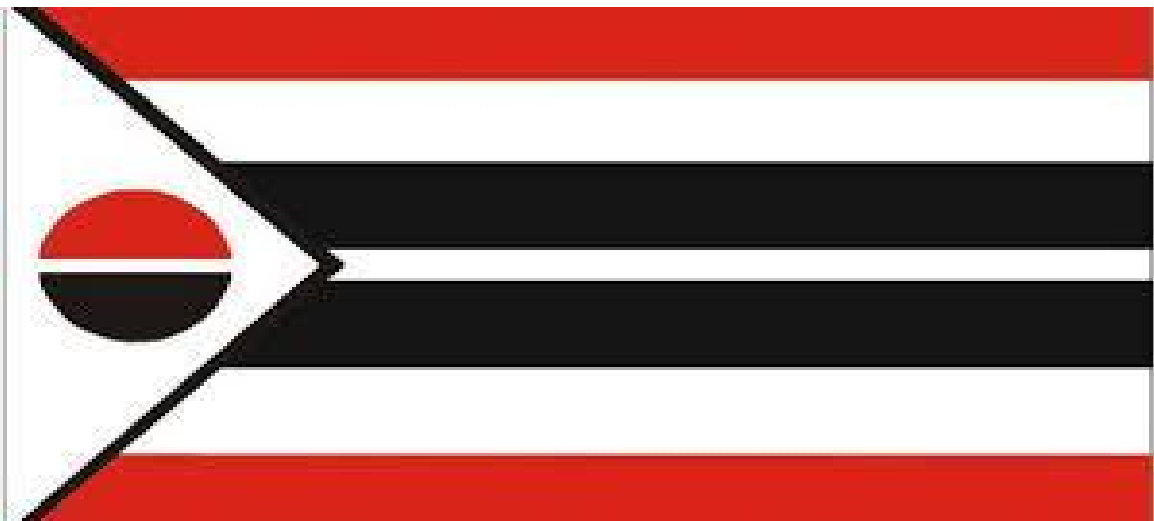
Major funding was provided by the Wyoming Legislature. Additional funding was provided by the Matthew & Virgie Dragicevich Wyoming Foundation Trust

Map with outline of the Wind River Reservation



[map with outline of the wind river reservation - Search Images](#)

Northern Arapaho Flag



https://www.tribalnationsmaps.com/store/p612/Northern_Arapaho_Nation_Flag.html?srsltid=AfmBOorKNkj36TiNp8jxeN5fIqD_RlMrDoogoFqE9PvlfMSgcJbnxCrm

Eastern Shoshone Flag



<https://indigenouspeoplesresources.com/products/eastern-shoshone-tribal-flag?srsId=AfmBOooAE64T4LVaClop9k0XUCH1p1ZSLmnD2IJKiA5nY0OLc-TV-T-N>

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



Chief Washakie- The Last Chief of the Eastern Shoshone People



Northern Arapaho Chiefs

[Chief Washakie of the Shoshone – A Photographic Essay by Henry E. Stamm, IV, Ph.D. - History Jackson Hole](#)

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Chief Sharp Nose



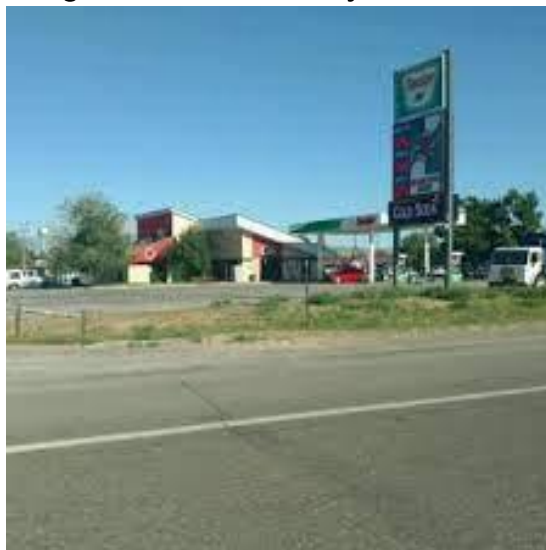
Chief Black Coal

[Chief Sharp Nose - Search Images](#)

[Chief Black Coal - Wikipedia](#)

Tribal Businesses

Picture of the gas station owned by the Eastern Shoshone.



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



https://www.yelp.com/biz_photos/shoshone-tribal-service-and-food-mart-fort-washakie?select=qX-MVHvoDJlexDjfcK4nhw

Northern Arapaho Gas Station and Store at Ethete.



[Ethete Store — Welcome to the Wind River Indian Reservation](#)

Northern Arapaho Casino- Wind River Casino



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



[Win-River Resort and Casino - ReservationDesk.com](http://ReservationDesk.com)

Eastern Shoshone Casino- Shoshone Rose Casino and Hotel



[Eastern Shoshone Casino- Shoshone Rose Casino and Hotel - Search](#)

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

CULTURAL ACTIVITIES

**Eastern Shoshone and Northern Arapaho Dancers Performing at the Lander Museum.
They dance every Tuesday in Lander, Wyoming for tourists during June, July and
August.**



<https://windriver.org/wp-content/uploads/2022/05/Instagram-2700-ig-17950234963234334.jpg>

Dancers at a pow-wow on the Wind River Reservation



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

Sacajawea Cemetery- Fort Washakie Wyoming



[Sacajawea Cemetery | Wind River Country](#)



Health Care Facilities for both Northern Arapaho and Shoshone Tribes
[Wind River Family and Community Healthcare – Wind River Cares](#)



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

ACTIVITIES

Wyoming Indian High School Cross Country Runners



[Home | Wyoming Indian Schools](#)

Arapahoe SchoolsFootball

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https://cmsv2-assets.apptegy.net/uploads/4202/file/3864390/px1600_ba2b79db-0486-4d1b-bfcf-e5eb43b79eab.png

Fort Washakie School Cross Country Runners



[Athletics - Fremont County School District #21](#)

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EDUCATION AND SCHOOLS ON THE RESERVATION

Roberts Mission 1883

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<https://www.wyomingpublicmedia.org/show/archives-on-the-air/2023-06-14/archives-on-the-air-300-wind-river-missionary-john-roberts-papers>



https://thegoodheart.blogspot.com/2011/02/rev-john-roberts-1853-1949.html?google_abuse=GOOGLE_ABUSE_EXEMPTION%3DID%3Df93728afbb7eca33:TM%3D1758040615:C%3Dr:IP%3D15.220.17.183:-S%3DECcpy5t6rvLT09 MWV7HmGQ%3B+path%3D/%3B+domain%3Dgoogle.com%3B+expires%3DTue,+16-Sep-2025+19:36:55+GMT

Fremont County School District #21 - Fort Washakie Elementary-Present

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



[Home - Fremont County School District #21](#)



Fremont County School District #14 - Wyoming Indian Elementary School - Present
[Home | Wyoming Indian Schools](#)



Fremont County School District #38 – Arapaho School – Present
[Arapahoe Schools](#)

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



St. Stephens Indian School
[Home - St. Stephens Indian School \(St. Stephens Indian School\)](#)



Crowheart Elementary (K-3)

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<https://cmsv2-assets.apptegy.net/uploads/11790/file/2275662/b5d088bd-0d5d-4475-b5e7-791445db0396.png>



COMMON CORE STANDARDS ADDRESSED IN LESSON:

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Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. C

CSS.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.B

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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.

CCSS.ELA-LITERACY.SL.1.6

- Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

WYOMING STATE SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON–

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

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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.

SS2.2.1 - Name the ways groups (e.g., families and schools) including Indigenous Tribes of Wyoming, meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life (e.g., compare features of modern-day living [food, shelter, clothing, transportation] to those of the past, create a chart showing how farming, schools, or communities have changed over time, illustrate past dwellings [tepee, sweat lodge, wikiup, sod, log cabin, earth lodge] and present day housing.

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 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 past, 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, of history by and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS2.4.2 - Identify tools and technologies, including those of Indigenous Tribes of Wyoming, that made or make life easier and sustainable (e.g., cars for getting one place to another, washing machines for washing clothes, flashlights to see in the dark, ad usage of bison and natural resources.)

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.

SS2.5.1 - Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.

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Physical Place and Region

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).

Human Place and Movement

SS2.5.3 - Use the human features of a community to describe what makes that community unique (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others move to or from that place.

Environment and Society

SS2.5.4 - Identify how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment in order to survive. (e.g., clothing, houses, foods, and natural resources).