



Who Are the Eastern Shoshone?

Lesson Plan #7

K – 2nd Grade Lesson

The Symbolism of the Buffalo on the Shoshone Flag

LESSON PLAN DEVELOPED BY: Lynette St. Clair – Eastern Shoshone

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

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

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

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

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

SS2.1.2 Social Studies

Content Standard 2 - Culture and Cultural Diversity

SS2.2.1 - SS2.2.2

DURATION: Two class periods 30-45 minutes

MATERIALS REQUIRED:

Stuffed Buffalo animal. This Buffalo will serve as the “Special Friend of the Day”

Computer or Smart TV to view PBS video Wind River Education “Preserving the Ways – Culture and Tradition” (Shoshone Buffalo Return)

show two clips: Arlen Shoyo, opening words @1:00-2:00 Cultural significance explanation @ 4:50 – 6:05

Copy of the Shoshone story: Legend of Bull Lake

Colored Pencils, Markers, Crayons

Digital copies of the Wyoming Flag, Shoshone Flag, and United States Flag

Flying Eagle coloring page

US Flag Template

Teacher preparation:

Gather the materials listed in the materials section.

Prepare a source to view the video (television, smartboard, etc.).

Read the short story “Legend of Bull Lake” prior to teaching this lesson.

Familiarize yourself with the history behind the bison restoration of the Shoshone herd by viewing the entire video (06:50).

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



Note the moment when Mr. Shoyo is speaking and the Veterans that are holding the flags behind him. Ask students during the lesson if they recognize the flags and which ones are being displayed.

Teachers can determine how much of the video they want their students to watch. If dividing this lesson into two class periods, you may view the entire video. Make copies of the attached worksheet pages (located in the resource section of this lesson).

KEY VOCABULARY:

Culture - Culture is a pattern of behavior shared by a society, or group of people. Many different things make up a society's culture.

Respect - Having respect means you feel positively toward a person because of how they affect others.

Buffalo - a large North American bison (*Bison bison*) that has a dense coat of dark brown fur with a shaggy mane on the head and lower neck, short hollow horns, and heavy forequarters with a large muscular hump over the shoulders and that formerly was abundant in North America but is now reduced to small populations of plains and prairies chiefly of the central U.S. and Canada.

Symbols – something real that stands for something else or suggests another thing that cannot in itself be pictured or shown (the lion is a symbol of courage).

DESCRIPTOR:

Students will watch “Preserving the Ways – Culture and Tradition/Shoshone Buffalo Return”.

Through the video, the story, and images, students will learn the importance of the Buffalo to the Shoshone Tribe. Students will learn about flags and how the Shoshone people have their tribal flag that displays the buffalo. They also learn the Wyoming flag also displays a buffalo.

LEARNING OBJECTIVES:

Students will be able to retell key points about the Legend of Bull Lake and demonstrate their understanding about the buffalo. By listening to the story, students will be able to tell why we have rules we have to follow and why it's important to respect them. They will also learn why it's important to preserve our culture and traditions. They will recognize how both native tribes and non-native people share respect for the buffalo. Students may compare the two flags within this lesson, demonstrating an understanding of the similarities shared.

LESSON INTRODUCTION:

The Eastern Shoshone people have used their oral tradition of preserving culture and language through storytelling. Many places located on the Wind River Reservation are identified by the Shoshone name and/or the legends behind the place. These places are considered sacred to some and are held in high regard. Native spirituality is focused on the cyclical nature of life, and the interconnectedness of water, earth, humans, and animals; each serving a specific role in the sustainability of life and the survival of the other. The Legend of Bull Lake is only one story that demonstrates the importance of the buffalo and why we need to respect them. It provides us with the example of spiritual connection and demonstrates why some people, both native and non-native, regard the buffalo with respect.

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STEP BY STEP PROCEDURE:

Use this script to help you introduce the lesson to your students. You may adapt this outline to meet your own instructional style while maintaining the critical cultural concepts within.

“Hello friends! Today we are going to learn some interesting and important facts about the Shoshone people. We will also have a special guest joining us today!”

“Raise your hand if you can tell me what the word “Respect” means?” *Allow students a few seconds to respond by raising their hands. In order to stay on task/time, give one or two students the chance to give their verbal response.* “Thank you for helping us with our vocabulary today”.

“You may have heard the word ‘respect’ from adults in your life, like your teacher or your parents. Here is one definition of Respect. It is a feeling of caring for someone's well-being and can be shown by using good manners and demonstrating kindness.” *Repeat the definition and proceed to next step.*

Teachers will introduce the mascot of the day.

Introduction: “As promised, today we have a special guest. Please welcome Bahvee Boyson. This is his Indian name. The Shoshone people relate the male Buffalo to their people as their brother.” I want you all to say his name. Say the name ‘*BAW VEE BOY JOHN*’ *four times.*

“In English, his name is Big Brother Buffalo. He is going to help us learn more about the Shoshone people. Come join us on the floor in a semi-circle as he makes his way to each of you, and you can each tell him your name.” *Have children sit on the floor and wait until everyone is seated quietly to begin introductions. You will demonstrate for them first, showing how each student should introduce themselves to the stuffed animal.*

“This is how we show respect for our new friend”. Hold the stuffed animal up, face him toward you and introduce yourself.

“Let’s say Hello to our new friend (*After you’ve demonstrated the introduction, hand him to the person to your left and ask them to introduce themselves after which he/she will hand him to the next student, repeat introduction, until the stuffed animal has made his way back to you. After the last student has introduced themselves to the Buffalo, place the buffalo on your lap so he is in visual sight of the students*).

Now Bahvee Buffalo will sit on my lap and listen with us during circle story time. Please sit quietly like Bahvee Buffalo and listen to this story.

Next say, “Now I am going to read you a story about a place on the Wind River Reservation called Bull Lake.

Has anyone heard about the story of Bull Lake? Retell the short story of the Legend of Bull Lake.

After you’ve read the story, recap by asking the students the following question: “What this story teaches us is that we must follow the rules when asked to do something. In this story, the two young men were supposed to stay back at the camp while the hunting party went out in search of food. They had a



responsibility to protect/take care of the people left at camp.” *This question is in preparation for the viewing of the short video clips of the Shoshone Buffalo Return.*

“Today, the buffalo have returned to the Wind River Indian Reservation. We are going to learn about how the Shoshone Tribe were able reintroduce the buffalo back to their homelands. The importance of the return of buffalo to Wyoming has been an ongoing effort by many Shoshone tribal leaders. This vision was finally a reality when the buffalo were returned to the reservation. In the video, you will see many of Bahvee Boysons relatives talk about what it means to have many like him back.

Let’s sit quietly as we watch this short video. Have students view the video of the Shoshone Tribes return of the buffalo (see noted video stamps for short clips). Shoshone Buffalo Return

Viewing video for an estimated total of three and a half minutes View video Arlen Shoyo, opening words @00:00-1:47 (this demonstrates the use of Shoshone Language, Spirituality, and patriotism as depicted by Veterans holding them) Cultural significance of the buffalo explanation @ 4:10 – 6:00

In the video the buffalo are discussed as being tied to the Shoshone people through spiritual connection. The symbolism for the respect shown to the buffalo can be seen on the Shoshone flag. At this time the students may return to their desks. This concludes Day 1 of this lesson.

Day 2:

Symbolism in the flags of the Shoshone Tribe, Citizens of Wyoming, and the United States.

Recap the lesson from Day 1 – briefly discuss the video, recall importance of the buffalo through the story of Bull Lake, and reframe lesson to include symbols and the flags. In the video the buffalo are discussed as being tied to the Shoshone people through spiritual connection. The symbolism for the respect shown to the buffalo can be seen on the Shoshone flag.

Display The American Flag, Wyoming Flag and Shoshone Flag on a large screen. Read aloud the explanation of the flags and ask students to help identify what the symbols of the flag and the buffalo represent.

Using your editing tools on your computer, highlight or underline key words as the students name them.

Tell students: “We are going to take a look at the flags that are shown on the screen. You will each be given some time to work on the sheets I’m handing out. Please be mindful of work time and use your inside voices to ask your elbow partner for help if you need to do so. Otherwise, raise your hand if I can answer any questions.”

Hand out the attached sheets that show the Wyoming Flag, the Shoshone Flag and the worksheets titled Flag of the United States and Make Your Own Flag.

Ask students if they notice any differences on the Shoshone and Wyoming flags (they are different in color, they have symbols on them, one is blue/the other is yellow). They may raise their hand if they want to offer their answer.

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



Ask the students if they notice any similarities (they both have a buffalo in the center, one buffalo is brown, the other is white). They may raise their hand if they want to offer their answer.

Conduct a think-aloud, identifying what you notice about the flags and what is represented by the different components of each flag.

If students note the white buffalo, ask them to raise their hand if they know what a white buffalo represents from the story (the white buffalo in the Bull Lake story was sacred/spiritual). They may raise their hand if they want to offer their answer.

Ask them what flags represent (flags stand for many different things, they use symbols and colors that are important to the tribe, state, family, etc.). Flags honor people and events that shaped them. Using the smartboard, smart TV, or viewing device, draw several symbols on the board and ask students to describe the objects that the symbols represent.

Explain that a **symbol** is a simple picture that represents something else. The symbol could represent an actual object, or it could be an idea.

Tell the students that they will be learning more about the symbols of our nation and that they will also be creating symbols that represent who they are.

Tell the students that now that they have seen some examples of various symbols, their job is to create their own symbols that represent who they are.

Tell the students that the symbols could represent anything that makes them special or unique. Distribute flag worksheet, pencils, and crayons for the students to begin making a plan for their flag. Once students have developed a plan for their flag, distribute a piece of construction paper. Invite the students to participate in a discussion about their individual flags. Ask the students to share their flags and tell why they chose certain colors or symbols.

EVALUATION:

Circulate around the room and talk to each student about the flag they created. Ask students to identify what is important to them and how each symbol represents their personality or something they like.

Students will be able to understand how culture influences people, including their own as well as the indigenous people of Wyoming.

Students will be able to demonstrate an understanding of interrelationships among people, places, and environment. They will also learn about the differences and similarities shared by the Shoshone people and the citizens of Wyoming in the design of their respective flags.

Teacher Resources

The Legend of Bull Lake Short Story Video link to the Shoshone Buffalo Return



Vocabulary Definitions

Culture (K-3 Definition)

Culture is a pattern of behavior shared by a society, or group of people. Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.

Respect

Having respect means you feel positively toward a person because of how they affect others. For example, you may have respect for

- a person that treats other people kindly
- someone who worked hard to achieve something.
- someone who overcame a challenge.

You can have respect for others, and you can have respect for yourself. Self-respect means you feel good about who you are, the types of choices you make, and the impact you have on others.

Being respectful means you act in a way that shows care for how your actions may impact others. We can show respect for people, places, and things. For example:

- Using kind or polite words even when you're upset.
- Using manners like sharing, waiting your turn, saying please and thank you.
- Accepting difference or at least disagreeing with kind words.
- Being careful not to damage places or things.
- Using a quiet voice or calm behavior in public places.
- Sharing resources, only taking what you really need.

Buffalo (American Bison)

A large North American bison (*Bison bison*) that has a dense coat of dark brown fur with a shaggy mane on the head and lower neck, short hollow horns, and heavy forequarters with a large muscular hump over the shoulders and that formerly was abundant in North America but is now reduced to small populations of plains and prairies chiefly of the central U.S. and Canada

Symbols – something real that stands for something else or suggests another thing that cannot in itself be pictured or shown (the lion is a symbol of courage).

Resources/Citations: Culture - Definition accessed online at [culture - Kids | Britannica Kids | Homework Help](#)

What is Culture Worksheet – accessed online

[What is Culture? \(kidsacademy.mobi\)](#)

Respect – Definition accessed online at

[What is Respect? A Simple Definition for Kids](#)

Buffalo – accessed online at “American bison.” Merriam-Webster.com Dictionary, Merriam-Webster, [AMERICAN BISON Definition & Meaning - Merriam-Webster](#). Accessed 20 Nov. 2023.

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Symbols – accessed online 23/12/11. @

<https://kids.britannica.com/kids/search/dictionary?query=symbols>

Wyoming State Flag, accessed online at [Wyoming Facts and Symbols](#)

Eastern Shoshone Tribal Flag:

<https://indigenouspeoplesresources.com/products/eastern-shoshone-tribal-flag?srsId=AfmBOooAE64T4LVaCIop9k0XUCH1p1ZSLmnD2IJKiA5nY0OLc-TV-T-N>

Northern Arapaho Tribal Flag:

https://www.tribalnationsmaps.com/store/p612/Northern_Arapaho_Nation_Flag.html?srsId=AfmBOorKNkj36TiNp8jxeN5flqD_RlMrDoogoFqE9PvlfMSgcJbnxCrm

Shoshone Tribal Flag, explanation provided by Ivan D. Posey, E. Shoshone, Former Councilman



The Legend of Bull Lake, a Shoshone Story

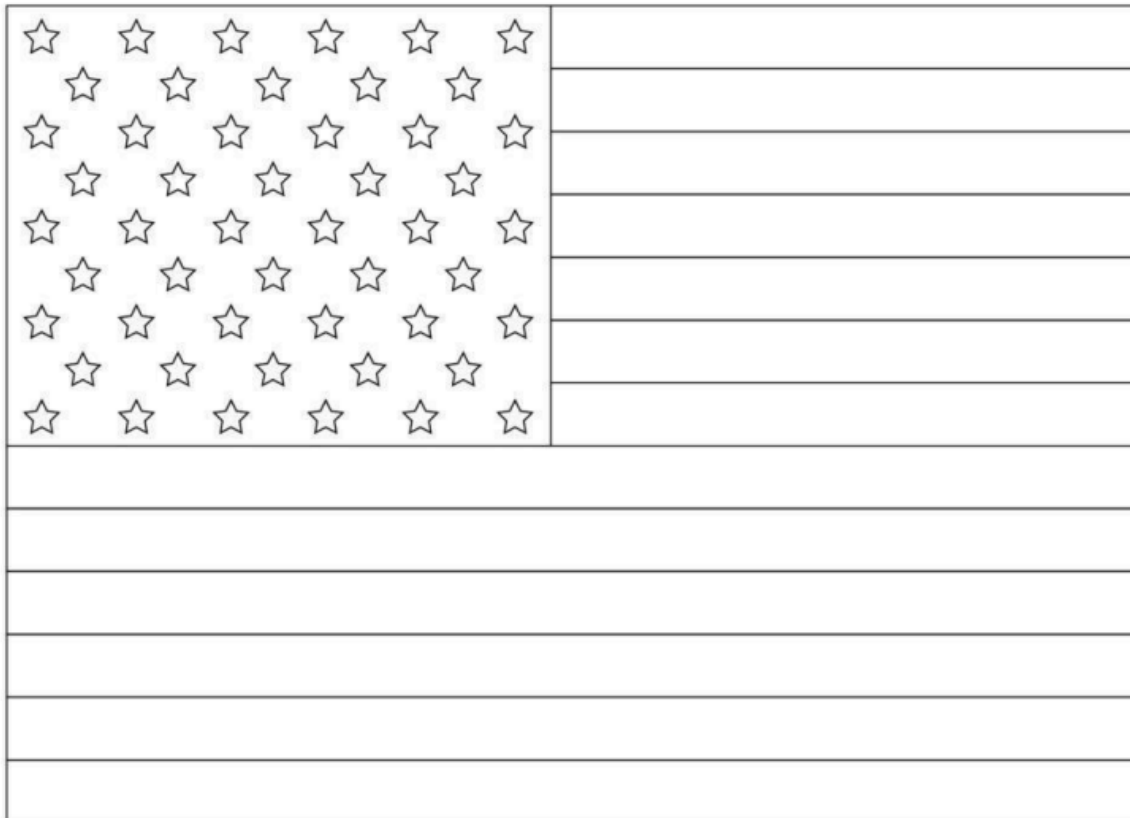
One Winter, snow covered the land of the Shoshone people. The winds were cold and harsh and the people grew hungrier as the season wore on. The men gathered a hunting party early one morning to go in search of wild game before the next winter storm. They left just before the sunrise and headed into the Wind River mountains leaving behind a group of young men to oversee the camp of elders, women, and children. Two young men wanted to prove themselves as courageous warriors, so they decided to go hunting in search of wild game to help feed the people.

They set out on their own moving slowly through the treacherous terrain walking for hours in search of elk, deer, or buffalo. The sun began to set in the mountains, so they decided to make camp at a creek in the shadow of the Wind River mountains. They were so hungry and tired from walking all day that they fell into a restless sleep, tossing and turning and dreaming of a great hunt. One of the young men was suddenly startled awake and to his surprise, standing before him was a huge white Buffalo bull. The white buffalo spoke in a deep voice, "If you follow me, I will show you where there is much game for your people, but you must promise to not harm me and to only take what you need to feed your people." The young man agreed, silently gathered his weapons, and walked softly behind the spirit buffalo. After much walking, the sun began to rise in the east, warming the earth. The buffalo bull and young man came upon a small herd of buffalo. The white bull warned, "Kill only what you need and leave the rest in peace." The young man aimed his bow and shot the first arrow into the herd, hitting one of the larger animals. He harvested his kill, and packed it up as he had been taught, making sure to take all the parts of the buffalo with him. He thanked the spirit buffalo and made his way back to the place where he and his partner set up camp, taking another route through the canyon.

Meanwhile, after sleeping fitfully, his companion awoke to find his friend missing and buffalo tracks leading away from their camp, leading to the base of the mountains. He ran quickly following the footprints and buffalo tracks until he came upon the small buffalo herd. He was so happy and excited to find the herd that he chased them out of the basin, shooting wildly into the herd hoping to hit many so he could prove himself as a great hunter. The frightened buffalo, chased by the excited young man, ran onto the ice of the large body of water at the opening of the basin. The ice began to creak and moan beneath the weight of the buffalo herd. Finally, the ice over the frozen lake couldn't stand the weight of the stampeding buffalo and young man and broke open with a loud crash. All the buffalo and the young man disappeared beneath the ice into the freezing water, never to be seen again. Meanwhile, his companion who was visited by the white buffalo returned to the camp of his people and they were able to make it through the long, hard, winter. To this day, even on days that are quiet, if you listen closely, you can hear the roaring of the buffalo at the headwaters of Bull Lake.



The Legend of Bull Lake is a legend handed down orally from generations past. This is one of the variations as retold by D. Lynette St. Clair



The American Flag is a symbol for unity and liberty. The stars represent each state in the union. The red stripes stand for hardiness and valor; the white stripes symbolize purity and innocence, and the blue stripes are a symbol for vigilance, perseverance, and justice.

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What colors are used on the Shoshone Flag?

What symbols do you see?

Do you know what each of these represent?

Eastern Shoshone Tribal Flag:

<https://indigenouspeoplesresources.com/products/eastern-shoshone-tribal-flag?srltid=AfmBOooAE64T4LVaCIop9k0XUCH1p1ZSLmnD2IJKiA5nY0OLc-TV-T-N>



Look at the Wyoming State Flag.

What colors are used?

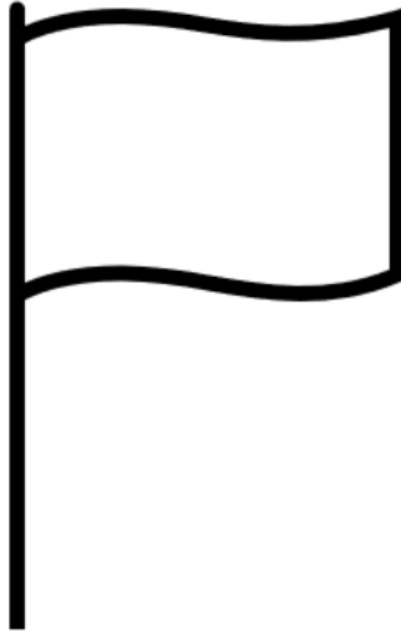
What symbols do you see?

What do you think they represent?

Wyoming State Flag, accessed online at [Wyoming Facts and Symbols](#)



My Own Flag by: _____



If you could design your own flag, what would it look like?

Draw and color your own design.

What Symbols did you choose?

My Flag is: _____

Something special about my flag is : _____

I chose these symbols for my flag: _____

These symbols represent: _____



History of the Eastern Shoshone Flag

Explanation provided by Ivan D. Posey, E. Shoshone/Former Shoshone Tribal Councilman



Buffalo: Sustained our people by providing food and other necessities and is still relevant in many cultural and traditional ceremonies.

Eagle: Sacred bird that delivers our prayers to our Creator (Dumma Upah) and utilized in many tribal ceremonies.

Staff: A symbol of the Warrior aspect of the tribe. Usually carried by a warrior or a veteran.

Sweet Sage: Medicinal plant utilized for its healing aspect and in tribal ceremonies.

Roses: Symbol of the Shoshone Tribe.

1863 and 1868: Dates of the Treaty between the US Government and the Eastern Shoshone and Bannock.

Shoshone Reservation: The original land base of the Eastern Shoshone.

Yellow: The color of the sun and one of our strongest and sacred traditional dances.



Explanation of the Wyoming State Flag

The Wyoming State Flag, designed by Mrs. A.C. Keyes of Casper (formerly Miss Verna Keays of Buffalo), was adopted by the fourteenth legislature on January 31, 1917. The Great Seal of Wyoming is the heart of the flag. On the bison, once the monarch of the plains, is the seal representing the custom of branding. The colors of the State Flag are the same as those of the National Flag. The red border represents the Indian; also, the blood of the pioneers who gave their lives reclaiming the soil*. White is the emblem of purity and uprightness over Wyoming. Blue, the color of the sky and mountains, is symbolic of fidelity, justice and virility. *Authors note: Evidence of the occupation by the Shoshone on the Shoshone homelands dates as far back as 12,000 years ago. The Shoshone people have always resided in and around the state of Wyoming. The Shoshone treaty established the reservation in 1863 and again in 1868, with the Shoshone-Bannock Tribes. The state of Wyoming was entered into statehood on July 10, 1890. ¹

¹ Talk of statehood for Wyoming began as early as 1869 after the organization of Wyoming Territory in that year. The road to statehood, however, did not begin until 1888 when the Territorial Assembly sent Congress a petition for admission into the Union. Bills were introduced in both houses of Congress, but did not pass. Though no legislation passed Congress enabling Wyoming to follow the steps that lead to statehood, Governor Francis E. Warren and others decided to continue as if an "enabling act" had passed. On July 8, 1889, Wyoming Territory held an election of delegates to Wyoming's one and only Constitutional Convention. Forty-nine men gathered in Cheyenne during September, 1889, and wrote the constitution. The voters approved the document November 5, 1889, by a vote of 6,272 to 1,923. [<https://www.wyo.gov/about-wyoming/wyoming-history>].



COMMON CORE STANDARDS ADDRESSED IN 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 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.

SS2.1.1 - Understand that schools, Tribes, community, and the United States have rules that have to be followed.

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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.

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).