



## **“Washakie – Last Chief of the Eastern Shoshone”**

**K – 2nd Grade**

**Lesson Plan #5**

**LESSON PLAN DEVELOPED BY:** Ann Abeyta – Eastern Shoshone

Reviewed by George Abeyta, and Robyn Rofkar and Zedora Enos at the Eastern Shoshone Cultural Center.

### **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

### **WYOMING STATE STANDARDS ADDRESSED IN LESSON:**

Wyoming Social Studies Standards (2018)

(See Standard Definitions at the end of the lesson)

Wyoming State Social Studies Standards - 2018

K-2<sup>nd</sup> Grade

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

SS2.1.3a

Social Studies Content Standard 2 - Culture and Cultural Diversity

SS2.2.2

Social Studies Content Standard 5 - People, Places, and Environments

Physical Place and Region

SS2.5.2

**DURATION:** 2 Class Periods

**PBS VIDEO:** “Washakie – Last Chief of the Eastern Shoshone”

### **VIDEO TIMEFRAME(S) OF LESSON PLAN:**

Beginning of Video-2:54 Legacy of Washakie

20:20-21:17 Story of Bravery told by Great Granddaughter

34:20-39:27 Treaty and Leadership Qualities

50:18-50:49 Qualities of a Good Leader

52:30-End of Video What Chief Washakie Valued, Reply to Silver Trimmed Saddle, Last Words to Friends and Family

### **MATERIALS REQUIRED:**

Chart Paper



Marker

Video Washakie

Photos-Chief Washakie, Statutes, Places named after him

Pamphlet from Shoshone Cultural Center

Handout #1- Examples of a Good Leaders

Handout #2- A Good Leader, Not a Good Leader

Handout #3- Chief Washakie Video Note Taking Graphic Organizer

Handout #3- Assessment- Chief Washakie Leadership Qualities

### **KEY VOCABULARY:**

|            |             |            |              |
|------------|-------------|------------|--------------|
| Legacy     | Treaty      | Leadership | Qualities    |
| Bravery    | Courageous  | Peace,     | Negotiations |
| Confidence | Generous    | Wisdom     | Kind         |
| Peacemaker | Considerate |            |              |

### **DESCRIPTOR:**

The students will participate in activities that help identify what makes a good leader, list good leaders in their lives today, and learn about Chief Washakie's legacy through watching short segments of the Wyoming PBS video about Chief Washakie.

### **LEARNING OBJECTIVES:**

The students will gain an understanding of what it means to be a good leader while learning about how Chief Washakie's great leadership qualities still have an impact on people today.

### **LESSON INTRODUCTION:**

The teacher will introduce Chief Washakie by using photos of the many statutes and places named after him and ask the essential question: What makes a person a great leader?

### **STEP BY STEP PROCEDURE:**

#### Day 1

As an "Attention Getter"-The teacher will begin the lesson by showing pictures of Chief Washakie, statues of Chief Washakie, and places named after Chief Washakie. (Show on Whiteboard or projector)

The teacher will also read a short biography of Chief Washakie. The teacher will ask, "Why do you think all these places are named after Chief Washakie? Why do you think there are statues of Chief Washakie? After having the students share their ideas, the teacher will tell the class they will be learning what it means to be a good leader and learn about how Chief Washakie's great leadership qualities still have an impact on people today.

The teacher will distribute Handout #1-*Examples of good leaders*. She will ask them to think about leaders in school, in their homes, in the community, and in the country and take a few minutes to draw at least one good leader they can think of.



The teacher will ask the students to share their ideas of good leaders and list them on the board.

The teacher will then ask them to think about characteristics that make them good leaders. The teacher will list the traits as the students share their ideas.

The teacher will distribute Handout #2-*Actions of Good Leadership Traits*. The teacher will tell the students to think about the actions that show good leadership traits or not. Put an x on the traits that are not good leadership traits.

## Day 2

The teacher will review the activities they completed and discussed on Day 1.

The teacher will then distribute *Handout #3-Chief Washakie Video Graphic Organizer*. The teacher will read the directions to the students and ask them to listen carefully to the short segments on the video. The teacher will play each segment, discuss with the students what they saw and heard, then allow time for the students to illustrate on the graphic organizer.

- Beginning of Video-2:54 Legacy of Washakie

The teacher will ask the students: What is a Legacy? What is the Legacy mentioned in the video-(The Place Fort Washakie is named after him.) The students can quickly write or draw words they heard in that portion of the video. **-Loved by his people.**

-20:20-21:17 Story of Bravery told by Great Granddaughter.

The teacher will ask the students what they heard the granddaughter say about Chief Washakie. The students can quickly write or draw words they heard in that portion of the video.- He is **Strong**. Look at him. He is just a little boy and he is still standing.

-34:20-39:27 Treaty and Leadership Qualities

The teacher will ask the students what they heard in this section of the video. (Chief Washakie knew how to **communicate and he knew how to prepare.**)

-50:18-50:49 Qualities of a Good Leader

The teacher will ask the students what they heard in this section of the video.(Chief Washakie's great grandson stated **working well with others** is one of the most important qualities of a good leader.)

-52:30-End of Video What Chief Washakie Valued, Reply to Silver Trimmed Saddle, Last Words to Friends and Family.

The teacher will ask the students what they heard in this section of the video. (His words of **humility, peace, get along with others.**

## **EVALUATION:**

*Handout #4 Assessment*-Name or Illustrate 5 Character Traits that made Chief Washakie a Great Leader.



**Show on Overhear/Whiteboard**

## Chief Washakie Statues and Places named after Washakie

*(There are many street names, towns, buildings, and companies named after Chief Washakie not included in this document.)*



[Shutterstock.com](https://www.shutterstock.com)

### Statue of Chief Washakie at the State Capital Building in Cheyenne, Wyoming



[images of chief washakie - Search Images](#)

### Statue of Chief Washakie at the Wyoming State Museum in Cheyenne, Wyoming



[images of chief washakie - Search Images](#)

**Statute of Chief Washakie in Downtown Casper, Wyoming**



[images of chief washakie - Search Images](#)

**Statute of Chief Washakie in United States Capital Visitor Center's Emancipation Hall, in Washington, D.C. as part of National Statuary Hall Collections.**



[images of chief washakie - Search Images](#)

Statute of Chief Washakie at the University of Wyoming Campus in Laramie, Wyoming.



[images of chief washakie - Search Images](#)

Statute of Chief Washakie at the Buffalo Bill Historical Center in Cody, Wyoming.



[images of chief washakie - Search Images](#)

During World War II, a 422-foot (129 m) liberty ship built in Portland, Oregon, in 1942, **SS Chief Washakie**, was named in his honor.

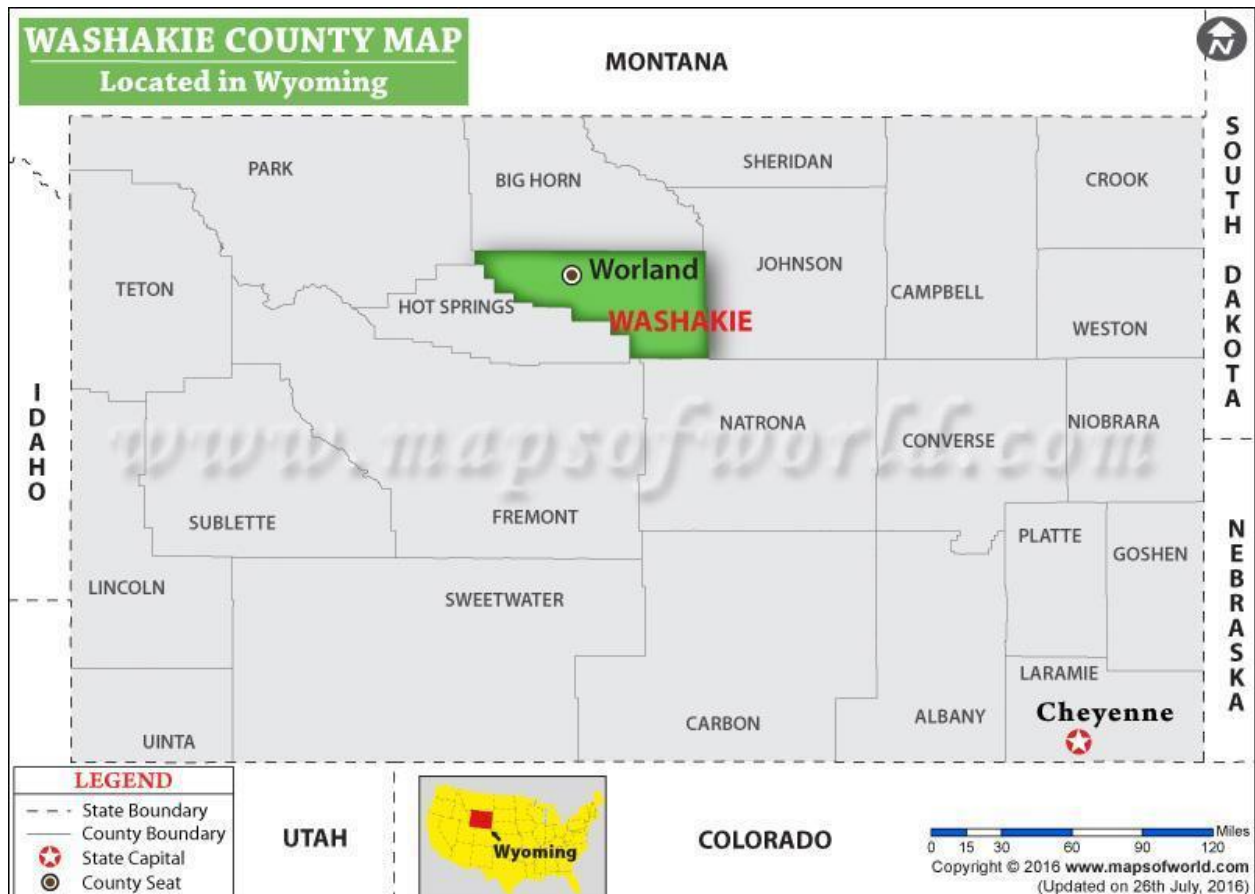


Signs showing Chief Washakie's Trail

[Chief Washakie Trail — Welcome to the Wind River Indian Reservation](#)



Picture of Football Field being named after Chief Washakie  
[North Summit School District](#)



Map of County in Wyoming named after Washakie.  
[Map of County in Wyoming named after Washakie - Search Images](#)



## Handout #1- Examples of Good Leaders

Name: \_\_\_\_\_

Directions: Write or draw pictures of good leaders.

| School | Home | Community | Country |
|--------|------|-----------|---------|
|        |      |           |         |



## Handout #2-Actions of Good Leadership Traits

Name: \_\_\_\_\_

Directions:

Put an X if it is not a character trait for a good leader.

|                                        |                             |
|----------------------------------------|-----------------------------|
| <b>Brave</b>                           | <b>Courageous</b>           |
| <b>Stingy -only thinks about money</b> | <b>Not willing to share</b> |
| <b>Disobeys Parents</b>                | <b>Strong</b>               |
| <b>Helpful</b>                         | <b>Not a Good Listener</b>  |
| <b>Doesn't Follow Rules</b>            | <b>Shares</b>               |

Handout #3 -Video Note Taking Graphic Organizer

Name: \_\_\_\_\_

Directions: While watching the Chief Washakie video, draw or write good leadership qualities you hear.



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





## Handout #4- Assessment

Name: \_\_\_\_\_

Directions: Describe or Draw 5 Leadership Qualities you learned about Chief Washakie.

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |



## **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

### **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.

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.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.

## **WYOMING STATE SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON- 2018**

### **K-2<sup>nd</sup> 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. 3 a - Identify how Indigenous Tribes of Wyoming honor people and celebrate through events (e.g., Native American Veterans Day, Native American Heritage Day, Wyoming Native American Heritage Day, Pow Wows)

## **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.

SS2.2.2 - 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.

### **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).