

**Wyoming Geographic Alliance/Library of Congress TPS  
Summer Institute "A Sense of Place"**

**Name:** Stacy Frude

**Title of lesson:** Enough Room for Everyone? Examining the geographic and cultural implications of Native American Relocation

**Teaching level:** 9-10

**Time:** 2 class periods

**Big Ideas / Essential Questions:** What did Native Americans (specifically Wyoming tribes) lose when they were relocated to the reservation, not only geographically, but in terms of culture, history and tradition?

**Objective:** Use the Wyoming Student Atlas to give students a visual understanding of how the reservation impacted and restricted the geography, culture and tradition of American Indians, specifically Wyoming Indian tribes on the Wind River Reservation. Students will then critically think about the ramifications of these imposed restrictions.

**Connection to Curriculum:** This lesson will be one piece of a multi-genre project within a Native American Literature Unit

**Connection to Common Core Standards:**

[CCSS.ELA-Literacy.W.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

[CCSS.ELA-Literacy.W.9-10.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Materials:** Wyoming Student Atlas, large floor map of Wyoming, materials from home to create icons to represent types of archaeological sites, glue, paper, magazines and other crafting materials from teacher to help create icons,

**SUGGESTED PROCEDURE**

**Introduction:** Students will have finished reading Sherman Alexie's *The Lone Ranger and Tonto Fistfight in Heaven* about contemporary reservation life. Multigenre project assignment will have been introduced, in which students are exploring historical and contemporary reservation life and its impact of American Indians from various angles. They will be creating multimedia presentations from a variety of primary and secondary sources.

-Explain that this portion of the project will allow students to visually connect to the geographical implications of the reservation for Native American tribes, and will allow them to begin exploring the ensuing ramifications.

-Explain that each portion of the project will incorporate a different form of writing, this first assignment being the most informal; utilizing note taking and outlining ideas in long hand (notes will be submitted in long hand on notebook paper so legibility is required for credit), as well as an informal opinion quick write.

### **Procedure:**

#### **Day 1**

- Independently, Students will look at Approximate territories of Wyoming Native American Tribes in 1850 on page 24 of the Wyoming Student Atlas (Assuming students have already been introduced to Wyoming Student Atlas).

- Students will be broken up into 5 groups. Based on the types of archaeological sites indicated, students will brainstorm as a group, and discuss their thoughts about important aspects of Wyoming Indian culture. Some questions for them to consider are in their discussion are:

Based on physiographic features of Wyoming, shown on page 11 of the WSA, as well as species richness (p. 22) and land cover/ecoregions (p. 20), why might Native peoples have chosen these particular areas of the state for various sites?

Why might other areas have been avoided?

(Each student in the group will need to take notes on thoughts/observations)

-Each group will be assigned one type of archaeological site found in Wyoming (p.23). They will be given photographs from the Library of Congress website to analyze:

Stone Quarry: <http://loc.gov/search/?in=&q=Indian+Stone+quarry&new=true&st=>

Occupation: <http://loc.gov/search/?in=&q=Shoshone+Indians&new=true>,

<http://loc.gov/search/?in=&q=Arapaho+Indians&new=true>,

<http://loc.gov/search/?in=&q=Sioux+Indians&new=true>, noting various similarities and differences of dwellings between different tribes.

Rock art: <http://www.loc.gov/item/95507120/>,

<http://www.loc.gov/search/?in=&q=Indian+Rock+art&new=true>

Sacred Sites: <http://www.wyohistory.org/encyclopedia/medicine-wheel>

They will also be encouraged to explore WyoHistory.org as well as the American Heritage center website: [uwyo.edu/ahc](http://uwyo.edu/ahc) for further visuals

--Students will be creating icons to illustrate these sites on the large floor map, and will be instructed to talk as a group how they might do this—what might they bring from home to help create these icons in class tomorrow? Keep in mind, they will need to provide the number of icons illustrated on the map on page 23.

#### **Day 2:**

- Students will come to class with materials gathered from home, and some provided by teacher, to create icons and will be given 20 minutes to work together to create these.
- Large floor map of Wyoming will be provided (Germainne's map with reservation borders), and each group will place icons on map to create larger visual of page. 24.
- Student volunteer will read aloud last two paragraphs on page 24 of WSA.
- Another student volunteer will move all icons from Shoshone and Arapaho territories in Wind River Reservation area. All other icons will be removed from the map.
- As a group, students will begin to consider whether or not the reservation provides enough room for the Indians to maintain the way of life indicated by the archaeological sites (p.23). Why or why not?

**Conclusion:**

- Students will be asked to sit down and independently do a quick write on why they think this location for the reservation was chosen, and why it might or might not be a good location. They will each be asked to briefly share out.

**Assessment of student learning (Assessment will match the objectives):** This portion of the project will be for a completion grade, however, its incorporation into the larger multi genre project will be assessed with a rubric.

**Extending the lesson:** <http://www.wdl.org/en/item/13505/view/1/1/>

Students will look at map from 1923 and observe how the reservation was essentially cut in half. They will brainstorm reasons why this might have happened, and will make predictions about what the ramifications of further decreasing the area of reservation would be. They will then note that the current area of the reservation has expanded closer to the original size. Again, consider why this might have happened.

- Students can research this on their own for extra credit.

**Resources:** Library of Congress Website, Wyoming Student Atlas, WyoHistory.org, [uwyo.edu/a/c](http://uwyo.edu/a/c)

**GEOGRAPHIC SKILLS:**

- Ask Geographic Questions
- Acquire Geographic information
- Organize Geographic information
- Analyze Geographic information
- Answer Geographic Questions