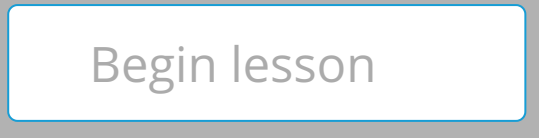


## Day 2: "The History of Yellowstone National Park"

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### Begin lesson

Card 1 of 17

	<b>Teaching notes</b>
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.


### Before the Lesson

Card 2 of 17

<b>Before the Lesson</b>	<b>Teaching notes</b>

# Anchor Text

Card 3 of 17



People have spent time in the Yellowstone region for more than 11,000 years. Rock structures like this are evidence of the early presence of people in the area.

### History of the Park

The human history of the Yellowstone region goes back more than 11,000 years. The stories of people in Yellowstone are preserved in objects that convey information about past human activities in the region, and the people's connections to the land that provide a sense of their identity.

Today, park managers use archeological and historical studies help explain how humans left their mark in their game. Ethnography helps us learn about how groups of people identify themselves and their connections to the park. Research is also conducted to learn how people continue to affect and be affected by places that have been relatively protected from human impacts. Some alterations, such as the construction of roads and other facilities, are generally accepted as necessary to accommodate visitors. Information on the possible consequences of human activities both inside and outside the parks is used to determine when restrictions are needed to preserve each park's natural and cultural resources as well as the quality of the visitors' experience.

**History of Yellowstone National Park**


<b>Precursor</b>	<b>First organized expedition organized Yellowstone in 1870</b>	<b>Park Management System</b>
People have been in Yellowstone more than 11,000 years, as shown by archaeological sites, such as this.	<b>Protection of the Park Begins</b>	"Yellowstone Project" created in 1962. All accommodations changed from buildings constructed by the Army.

## Teaching notes

Download and print copies of the anchor text for each student.

# Student Notes Sheet

Card 4 of 17



**Teaching notes**

- This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.
- During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.

- Following class, collect student notes to use as a formative assessment.

## Teaching notes


# Getting Started

Card 5 of 17

<h2>Getting Started</h2>	<b>Teaching notes</b>
	Empty space for teaching notes

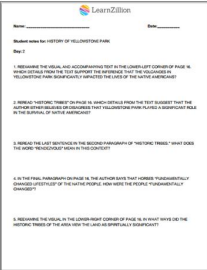
# Introduction 1 of 2

Card 6 of 17

 <p style="text-align: center; color: #0070C0;">             The History of Yellowstone National Park              by The National Park Service         </p>	<b>Teaching notes</b>
	<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>▪ Tell students that yesterday they looked at one specific place within Yellowstone Park and how it influenced several Native American groups. Today, they will be examining how the park was vital to the survival of several groups throughout history.</li> <li>▪ Students can opt to read the text as a whole class, in small groups/partners, or independently, based on teacher and student preference.</li> <li>▪ Tell students that you will go back to the text and read it closely as you ask them a series of questions. Sometimes you will be talking about the questions; other times, you will be writing or taking quick notes about the answer.</li> </ul>

# Introduction 2 of 2

Card 7 of 17

 <p>As we explore the text we will be asking and answering questions.</p> <p>We will find and keep track of evidence from the text to support our ideas about each question.</p>	<h3>Teaching notes</h3> <p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>Tell students that yesterday they looked at one specific place within Yellowstone Park and how it influenced several Native American groups. Today, they will be examining how the park was vital to the survival of several groups throughout history.</li> <li>Students can opt to read the text as a whole class, in small groups/partners, or independently, based on teacher and student preference.</li> <li>Tell students that you will go back to the text and read it closely as you ask them a series of questions. Sometimes you will be talking about the questions; other times, you will be writing or taking quick notes about the answer.</li> </ul>
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# Exploring the Text

Card 8 of 17

<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>
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# Supporting Question 1

Card 9 of 17

Reexamine the visual and accompanying text in the lower-left corner of page 16. What details from the text support the inference that the volcanoes in Yellowstone Park significantly impacted the lives of the Native Americans?

## Teaching notes

**Pacing:** 10 minutes

**Standard:** RI.9-10.1

**Purpose:** This question will ensure that students understand the connections between the historic Native American tribes and their land in terms of its ability to provide the basic physical necessities of life.

### Answer:

- A place to hunt, fish, gather plants, and quarry obsidian
- A place to trade with others for basic needs
- Wikipups served as temporary shelters
- Hydrothermal sites used for medicinal purposes

### Look for students....

- Listing 2 or more ways in which the land was able to sustain human life

### Guiding questions and prompts:

- Ask, "What are the basic needs for human survival?"
- Ask, "In what ways were the Native Americans able to use the land for survival?"

### Additional Notes:

- Teachers may want to encourage a discussion about the basic necessities of life, such as those illustrated in Maslow's Hierarchy of Needs. This would incorporate a cross-curricular component (psychology) to the unit. (This may also be addressed in Supporting Questions 2)

## Supporting Question 2

Card 10 of 17

Reread "Historic Tribes" on page 16. Which details from the text suggest that the author either believes or disagrees that Yellowstone Park played a significant role in the survival of Native Americans?

### Teaching notes

**Pacing:** 10 minutes

**Standard:** RI.9-10.8

**Purpose:** This question will ensure that students are evaluating the author's tone and attitude regarding the topic. Students will also be collecting textual support for their inferences.

### Answer:

- Yellowstone Park provided food for Native Americans.
- The park contained hunting grounds and established trails.
- Native Americans were able to construct rudimentary shelters out of the available resources.
- Without the resources available in Yellowstone Park, survival would have been difficult.

### Look for students....

- Listing multiple ways in which Yellowstone Park assisted in the survival of Native Americans.

### Guiding questions and prompts:

- Ask, "What is the author's attitude in terms of Yellowstone Park's impact on Native American survival?"
- Ask, "What features of the land were able to help sustain people?"
- Ask, "Were there any features of the land that made survival unlikely?"

### Additional Notes:

- Teachers may want to encourage a discussion about the basic necessities of life, such as those illustrated in Maslow's Hierarchy of Needs. This would incorporate a cross-curricular component (psychology) to the unit.

## Supporting Question 3

Card 11 of 17

Reread the last sentence in the second paragraph of "Historic Tribes." What does the word "rendezvous" mean in this context?

### Teaching notes

**Pacing:** 5 minutes

**Standard:** RI.9-10.4, L.9-10.4

**Purpose:** This question will give students the opportunity to infer meaning of a multiple meaning word by using context clues provided by the text. Understanding that the Yellowstone area was a significant

rendezvous point will provide a foundation for understanding how the area fostered collaboration among the different tribes.

#### Answer:

- a place appointed for assembling or meeting (Merriam Webster Dictionary)
- In this context, rendezvous specifically refers to a place to meet regarding economics/trade

#### Look for students...

- Addressing the economic aspect of the word

#### Guiding questions and prompts:

- Ask, "What word could be substituted for 'rendezvous' without changing the meaning of the sentence?"

#### Additional notes:

- Discuss with students the ways in some words can shift in meaning based on context, particularly when dealing with subject-specific jargon.

## Supporting Question 4

Card 12 of 17

In the final paragraph on page 16, the author says that horses "fundamentally changed the lifestyles" of the native people. How were the people "fundamentally changed"?

### Teaching notes

**Pacing:** 10 minutes

**Standard:** RI.9-10.4

**Purpose:** This question will give students the chance to consider meaning at the word and phrase level in order to gain clarity as a building block for understanding a central idea of the passage.

Understanding the word "fundamentally" as it is used in the text will give students the opportunity to think deeply about the level of impact the land had on its early inhabitants.

#### Answer:

- Horses allow for traveling further in shorter amounts of time.
- Horses made hunting animals, specifically buffalo, much easier.
- Using horses for hunting meant they could travel further where game was more plentiful.
- Using horses improved the chances of successful hunting.

#### Look for students...

- Listing 2-3 ways that horses changed the way that Native Americans traveled and hunted

#### Guiding questions and prompts:

- Ask, "What does having a horse allow you to do while hunting?"
- Ask, "How might hunters with horses have an advantage over hunters without horses?"



## Supporting Question 5

Card 13 of 17

Reexamine the visual in the lower-right corner of page 16. In what ways did the historic tribes of the area view the land as spiritually significant?

### Teaching notes

**Pacing:** 10 minutes

**Standard:** RI.9-10.1

**Purpose:** This question will ensure that students examine Yellowstone Park in terms of its spiritual meaning to its indigenous tribes of the past. The addition of spiritual significance will further deepen their

comprehension of the many layers of importance that the park has served.

#### Answer:

- Hydrothermal sites were used for spiritual ceremonies.
- Locally quarried obsidian was used to field dress buffalo for ceremonies.
- Legends were created about the hot springs, such as Dragon's Mouth, claiming that their creator gave them the Yellowstone area for their home.

#### Look for students...

- Listing 2-3 ways in which Yellowstone was spiritually significant to the Native Americans (i.e. through folklore, ceremonies, etc.)

#### Guiding questions and prompts:

- Ask, "Why did the Native Americans feel spiritually tied to the land?"
- Ask, "How did the land provide items that the Native Americans used in spiritual ceremonies?"

#### Additional notes:

- Define "wikiups": a hut used by the nomadic Indians of the arid regions of the western and southwestern United States with a usually oval base and a rough frame covered with reed mats, grass, or brushwood; a rude temporary shelter or hut (Merriam-Webster)
- Define "hydrothermal" (sites): a fissure... from which mineral-rich superheated water issues (Merriam-Webster)
- Students may need supplemental material to provide background knowledge regarding Native American spiritual ceremonies and beliefs.

## Focus Question

Card 14 of 17

<h1>Focus Question</h1>	<b>Teaching notes</b>

## Focus Question

Card 15 of 17

Reexamine page 16 of the text. In what ways has the land of the Yellowstone Park area played an integral part in the local Native American culture?

### Teaching notes

**Pacing:** 30 minutes

**Standard:** RI.9-10.5

**Purpose:** This focus question requires students to examine both explicitly stated information as well as inferences that the author expects the reader to draw, in order to understand the overall theme of the

text, regarding the importance of Yellowstone Park as it has served several purposes for different historical groups.

### Answer:

Yellowstone Park is a location of historical significance because it served an important purpose in the lives of historical tribes. For example, the native people relied on the land to provide them with the supplies to build shelters known as wikiups. They also found the land able to provide them with indigenous animals and plants for eating, and tribes used the local thermal waters for medicinal purposes, and for spiritual ceremonies. Because the land was also rich with obsidian and located near waterways, it became a rendezvous point for several tribes; it became a sort of early social hub for Native Americans, where they could meet and socialize. In the early 1700s, some tribes began to make use of the local horses, which changed their hunting and traveling styles dramatically, making them able to travel further from Yellowstone Park and then return when necessary.

### Look for students....

- Listing 3-5 ways in which the land of Yellowstone Park has been vital to the survival of various Native American groups.
- Describing a cause-effect relationship between the land and its role in Native American survival.

### Guiding questions and prompts:

- Ask, "How has the Yellowstone park area provided for Native Americans, not only physically but also spiritually?"
- Ask, "What details from the text show that the park area had a profound impact on the native people?"

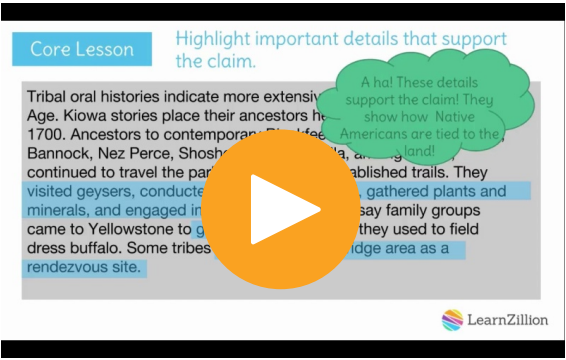
## After the Lesson

Card 16 of 17

<h1>After the Lesson</h1>	<b>Teaching notes</b>

## Comprehension Skill Video

Card 17 of 17

 <p>Core Lesson Highlight important details that support the claim.</p>	<b>Teaching notes</b>
	Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.

Visit <https://haywood.lzill.co/r/38673>