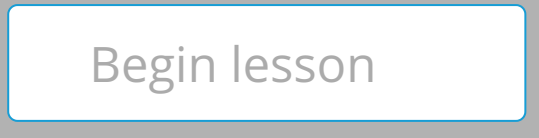


Day 3: "The History of Yellowstone National Park"

Begin lesson

Card 1 of 17

	Teaching notes
	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

Before the Lesson	Teaching notes

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 or identity.

Today, park managers use archeological and historical studies help explain how humans left their mark in their game by. Ethnographic 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

Present	First organized expedition organized Yellowstone in 1870	Park Management System
• People have been in Yellowstone since 11,000 years or more	Protection of the Park Begins	• "Yellowstone" trademark in 1862
		• Accommodations changed from 1870 to present day

Teaching notes

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

Student Notes Sheet

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Name: _____ Date: _____

Student notes for: HISTORY OF YELLOWSTONE PARK

Day 3

- Based on both graphics and the text, what significant role did Yellowstone Park play in the fight of the Nez Perce?
- According to the text, at the end of the Nez Perce's flight, Chief Joseph says "from where the sun now stands, I will fight no more forever." What details from the text explain why he might have chosen to speak these words?
- According to the text, what are some of the major events that led up to the summer of the Nez Perce?
- According to the text, the Nez Perce were able to evade the Army while in Yellowstone Park. What details from the text suggest why this was possible?

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.


Getting Started

Card 5 of 17

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

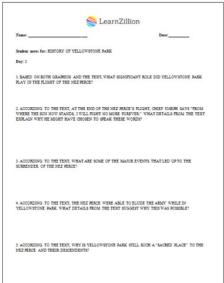
Introduction 1 of 2

Card 6 of 17

 <p style="text-align: center;"> The History of Yellowstone National Park by The National Park Service </p>	Teaching notes
	<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> ▪ Tell students that today they will be closely reading one section of the text, focusing on the flight of the Nez Perce. ▪ Students can reread the text as a whole group, in small groups/partners, or independently, based on student and teacher preference. <ul style="list-style-type: none"> ▪ Students may wish to highlight or annotate the text to ensure active reading and engagement. ▪ 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.

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>
<ul style="list-style-type: none">Students may wish to highlight or annotate the text to ensure active reading and engagement.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.	<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none">Tell students that today they will be closely reading one section of the text, focusing on the flight of the Nez Perce.Students can reread the text as a whole group, in small groups/partners, or independently, based on student and teacher preference.

Exploring the Text

Card 8 of 17

<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>

Supporting Question 1

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Based on both graphics and the text, what significant role did Yellowstone Park play in the flight of the Nez Perce?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question ensures that students check multiple representations of information for corroborating information. Understanding the role that the park played in the flight of the Nez Perce is

integral to understanding its enduring importance to their tribe and its legacy.

Answer: During the flight of the Nez Perce, hundreds of Native Americans left their home on Oregon while being pursued by the United States Army. The path of their flight led through a portion of Yellowstone Park, where the Nez Perce "largely evaded their pursuers" for thirteen days. During their time in the park, several tourists were captured and two were killed, before the Nez Perce left the park and moved on toward Montana. Ultimately, its role as a stopping point on the trail from their homeland until their eventual surrender makes Yellowstone a significant location in the history of the Nez Perce. Furthermore, the attack on and deaths of tourists mark this as a tragic turning point in the plight of the Nez Perce, leading to their submission.

Look for students....

- Identifying that the Nez Perce were able to elude the Army for a short time in Yellowstone Park.
- Describing the problems the Nez Perce faced with tourists in the park.

Guiding questions and prompts:

- Ask, "What happened to the Nez Perce while they were in the park?"

Additional Notes:

- Teachers may opt to have students trace the path of the Nez Perce in their copies of the anchor text.
- Define "elude": to avoid or escape; Ensure students are not confusing "elude" with "allude."

Supporting Question 2

Card 10 of 17

According to the text, at the end of the Nez Perce's flight, Chief Joseph says "from where the sun now stands, I will fight no more forever." What details from the text explain why he might have chosen to speak these words?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.4

Purpose: This question will deepen students' understanding of the plight of the Nez Perce by having them examine Chief Joseph's use of figurative language to express his thoughts on war.

Answer:

- The Nez Perce were forced to leave their homeland.
- The US Government was trying to force them onto a reservation.
- While in Yellowstone, conflicts developed with tourists.
- At Big Hole, Montana, "many of their group, including women and children, were killed in battle with the Army."

Look for students....

- Identifying the hardships faced by the Nez Perce during their flight

Guiding questions and prompts:

- Ask, "How could you paraphrase Chief Joseph's statement in literal terms?"
- Ask, "What would make Chief Joseph decide that he no longer wants to fight?"
- Ask, "What hardships did Chief Joseph witness his people enduring?"

Additional Notes:

You may choose to provide students with a complete transcript of Chief Joseph's speech to supplement understanding of his overall attitude regarding the Nez Perce's flight and surrender (This is also suggested as a supplement to Supporting Question 3.)

Supporting Question 3

Card 11 of 17

According to the text, what are some of the major events that led up to the surrender of the Nez Perce?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.4

Purpose: This question ensures students examine how events unfolded over time and led to Chief Joseph's surrender, and the tragic nature of war.

Answer:

- In 1877, a group of 800 Nez Perce fled their homeland while being pursued by the US Army.
- At Big Horn, Montana, several Nez Perce were killed in a battle with the Army.
- In Yellowstone Park, some Nez Perce warriors took prisoners, resulting in the deaths of two tourists.
- About 40 miles from the Canadian border, there was a siege and battle as the US Army caught up with the Nez Perce.
- Some of the Nez Perce had to flee to Canada to survive.

Look for students...

- Listing 3-4 events that preceded Chief Joseph's surrender.

Guiding questions and prompts:

- Ask, "What events led up to Chief Joseph's surrender?"

Additional notes:

- You may chose to provide students with a complete transcript of Chief Joseph's speech to supplement understanding of his overall attitude regarding the Nez Perce's flight and surrender.
- Students may opt to plot events on a time line if they prefer visual representations of information.

Supporting Question 4

Card 12 of 17

According to the text, the Nez Perce were able to elude the Army while in Yellowstone Park. What details from the text suggest why this was possible?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: Students will examine why Yellowstone Park was such an important location, and how it differed from local areas that were unable to keep the Nez Perce safe. Students will see that the park was

not an arbitrarily safe location, but the park's defining characteristics set it apart from others in terms of its ability to offer temporary refuge.

Answer:

- Yellowstone Park was not a residential area, so there weren't many people to report sightings of Native Americans.
- The Yellowstone Park terrain was more difficult to search than well-traveled trails, including rivers, trees, and cliffs.

Look for students...

- Making connections between the uninhabited terrain and the difficulty in locating the Nez Perce.

Guiding questions and prompts:

- Ask, "What was the terrain of Yellowstone Park like?"
- Ask, "Why didn't the Nez Perce encounter many residents in Yellowstone Park?"
- Ask, "If you were hiding from the US Army, where would be the best places to hide?"

Supporting Question 5

Card 13 of 17

According to the text, why is Yellowstone Park still such a "sacred place" to the Nez Perce and their descendents?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: Students are asked to draw an inference based on textual support. This question also ensures that students are able to understand the enduring importance of the past, and its impact on future generations.

Answer:

- Nez Perce Commemorative Sites have been established in remembrance of the flight of the Nez Perce.
- The Nez Perce National Historic trail, along which the Nez Perce traveled, goes through Yellowstone Park.
- The trail "is considered a sacred place by many Nez Perce who have continued to honor their ancestors and carry on their memories through ceremonies conducted in the park."

Look for students...

- Listing 2-3 reasons Yellowstone Park is still viewed as a sacred location by many Nez Perce.
- Focusing on the importance of remembering the past.

Guiding questions and prompts:

- Ask, "Why might today's Nez Perce want to remember the past?"
- Ask, "What makes the Nez Perce National Historic Trail such a sacred place?"

Additional notes:

- The text contains links to supplemental materials (websites) about the Nez Perce National Historic Trail and the Nez Perce National Historic Park.

Focus Question

Card 14 of 17

<h1>Focus Question</h1>	Teaching notes

Focus Question

Card 15 of 17

Reexamine the inset text and illustration on page 20. How has Yellowstone Park played an important role in the history of the Nez Perce people? Be sure to use specific details from the text to support your response.

Teaching notes

Pacing: 30 minutes

Standard: RI.9-10.5

Purpose: This question asks students to examine visual and written information in order to draw inferences regarding the significance of Yellowstone Park to a specific

group of Native Americans.

Answer: Yellowstone Park plays an important role in the history of the Nez Perce because it marked a turning point as Chief Joseph led his people to evade the Army. Yellowstone was the only place where the Nez Perce were able to successfully able to hold off their pursuers, marking it as their last successful strategy before they were forced to submit to the Army. Also, because many Nez Perce lost their lives at this location, it holds spiritual significance as a "sacred place," their ancestors' final resting place.

Look for students....

- Listing ways in which Yellowstone Park played an important role in the past of the Nez Perce.
- Connecting the events of the past with the importance of remembrance among the Nez Perce.

Guiding questions and prompts:

- Ask, "Why are the events that occurred in Yellowstone Park such an important part of Nez Perce history?"

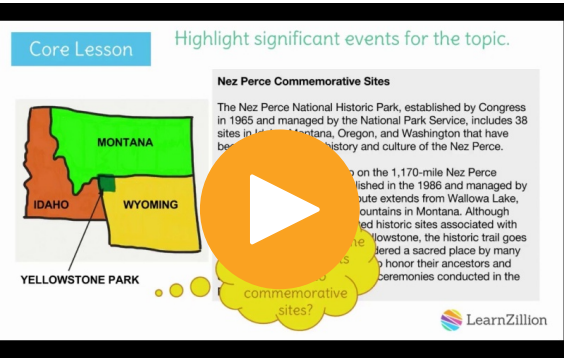
After the Lesson

Card 16 of 17

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

Comprehension Skill Video

Card 17 of 17

 <p>Visit https://haywood.lzill.co/r/38685</p>	Teaching notes