

<p>Grade: 4th Grade</p>	<p>Subject: North Dakota Studies</p>
<p>Materials:</p> <ul style="list-style-type: none"> - Rings (6 per person) - Sticks (1 per person) - 1 Ball - Bean Bags (1 per player) - Golf ball sized balls (1 per person) - Faux leather/canvas/burlap (cut into a diamond or rounded shape) - Twine - Small hoops (about 1 ft. in diameter) 	<p>Technology Needed: Powerpoint</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Lecture - Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> - Large Group Activity - Simulations/Scenario - Hands-on - Game
<p>Standard(s):</p> <p>S1.E13.5a: Throws underhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects.</p> <p>S2.E5.5c: Recognizes the type of throw, volley or striking action needed for different games and sports situations.</p> <p>H.3_5.3 Describe the North Dakota Native American Essential Understandings.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Above Proficiency:</p> <p>Approaching/Emerging Proficiency:</p> <p>Modalities/Learning Preferences:</p>

<p>H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota.</p> <p>H.3_5.9 Explain how individuals and groups contributed to North Dakota.</p> <p>H.3_5.10 Describe the events and developments that led to the statehood of North Dakota</p> <p>ND.6_12.4 Analyze the historical and current events and their impact on the development of North Dakota.</p>	
<p>Objective(s):</p> <ul style="list-style-type: none"> - Students gain background knowledge on traditional Lakota and Dakota games - Students learn how to play the games through active play - The students can compare these games to other games they have played <p>Bloom's Taxonomy Cognitive Level:</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p>
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep:</p> <p>Ring Toss:</p>

- Approximately 6 rings or hula hoops per person
- Buckets or cones to toss hula hoops or rings at
- If using smaller rings, can use hockey sticks to toss them in the air and attempt to catch them

Chunkey:

- Split into even teams
- Line teams up on each side of the "stone" roller, far enough so a throw is necessary
- One roller from each team

A Rock Sling

- Cut slits into the sides of a circular faux leather or burlap a few inches in diameter.
- Using a string such as yarn or twine, tie a 1-2 foot string to each end of the faux leather piece.
- Place another small slit in the middle of the faux leather pouch you have made
- Place the ball in the pouch and try swinging it around a few times before releasing it. You may have to adjust your hold to keep the ball from falling out of the pouch before it is released.

Wind Chaser

- Approximately 1 hoop per 3-5 students.
- Hoops should be about 1 ft. in diameter with a string tied across the diameter of the hoop.

(Hoops should not be larger than about 1 ft. Large hoops will not be light enough to be carried away by the wind)

Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)

Several popular games in today's culture have roots in both Lakota and Dakota culture. Some of those include lacrosse, ring toss, and slingshots. Many of you have probably heard of or even played these games. Today, we are going to learn about them in the traditional sense and even play them. We are also going to learn some

Lakota and Dakota words associated with the games. Could anyone tell me about any of the games I mentioned in either traditional or today's sense?

Explain: (concepts, procedures, vocabulary, etc.)

Why learn these games?

- Prior to the 1800's, indigenous people in America depended on older tribal members to teach them skills and games
- In the 1800's many indigenous people were removed from their homes and sent to boarding schools
- When they returned to their tribes, they did not have the skills and knowledge of games
- This meant that they lacked the cultural knowledge from their ancestors and many games died out or nearly died out

Today, it is important to learn and practice these games as to build cultural identity for both the Lakota and Dakota people

Games of intuition

- Neuroscience has shown that games are extremely important
- Games build observation and sensing skills
 - These skills are necessary in order for people to get along
- Skills developed by games such as physical endurance, coordination, dexterity, quickness, and strength were important for health then and still are today

The games bring values from the old tribal cultures:

- Honoring the person who gave the most challenge
- Respecting your competitors
- Having courage, persistence and skill
- Being humble even when winning

Napsiyohli Small Finger Ring (Ring Toss)

Background

- Napsiyohli otherwise known as Ring Toss is a traditional Lakota game
 - Practice bilingualism here - have class pronounce word
- It was played by young children in the Lakota Tribe
- Ring Toss was incorporated into pop culture and is still a popular game for children at home and carnivals today

How to Craft

- Willow is the best material to use as it is easily peeled and pliable and readily found along the water's edge.
- To form the hoop, wrap the willow around a circular mold, such as a log of 3 inch diameter. Leave it to dry, which happens quickly.

- The spirals are then cut into individual rings that are joined with glue and sinew (artificial sinew can be used) wrapped at the join.
- The wand is also best formed from willow and can be 12-14 inches long.

Skill Developed

- Increased Coordination

How to Play

- Six hoops are placed on the hoop wand.
- The player gently tosses the hoops off the wand and in midair sees how many he/she can catch for points.
- It is a points-based game, so a point goal is set. (example 10)
- If all hoops are caught, the player automatically wins the round. If the player fails, it is passed on to the next player

Tchung-kee (The hoop and stick game)

History:

- Originally played in the Cahokia region (near St. Louis, MO)
- Chunkey stones took time to make, were considered valuable, and were often communal property of a village.
- The game could be played casually, Chunkey tournaments were a big deal with a lot of entertainment and costumes, often drawing people from far away to participate and watch.
- "Ancient Super Bowl"

Rules

- A large ground stone disc (chunkey) was rolled across a level field by a single player
- One or multiple players from the opposing team would then throw sticks (also called chunkey) underhanded at the stone.
- Aiming to get as close as possible or to touch the stone once it stopped rolling.

Icaslohe econpi (Game of Bowls)

Background

- Icaslohe econpi (game of bowls) was traditionally played by Lakota women and girls usually on packed snow or ice. They commonly used river stones and carved cottonwood for pins.

Materials

- Round stone or marble similar to a shooter marble

- 2 wooden pins about 2 to 3 inches tall
- Objects for scoring 'bets' (beads or counting sticks)
- Smooth, flat surface (table or floor)

- **How to play**

- Two people stand across flat surface facing the other
- Stand the two wooden pins in the middle of two people
- Each person take turn rolling stone or marble back and forth trying to knock over the other persons pin
- When a player knocks over the other persons pin, they receive a 'bet' such as a scoring stick or beads
- Keep playing until you run out of bets to exchange

Inyan onyeyapi: A rock sling

History and Background

- Traditional Lakota Game
- Originally for boys
- Used to kill small birds
- Ideally made with stout leather

Materials

- Rocks
- Sling

-Pouch is either round or diamond shaped
 -2 strings of equal length are attached to either side of the pouch
 -3 slits are cut in the sling: 2 on either side for the strings and 1 in the middle of pouch for the rock to rest in

How To Play

- Place a small stone in the center of the pouch
- Twirl the pouch with the rock inside and release it to see how far you can send the rock

Tate kahwogyapi: Wind Chaser - They are chasing the wind

History and Background

- Played by young boys when the wind was strong
- Used green willow branches and buffalo fur
- Since the hoop represented a buffalo calf the phrase, "Ptehincala unkiyepi" which means "we are young ones (calves)" was associated with this game.

Materials

- Traditionally, the wind chaser hoop was made from a peeled willow shoot the width of a finger.
- The willow shoot was then shaped around a round object so that it would dry in the shape of a hoop with a diameter of about 1 foot.
- Sinews are then stretched across the diameter of the hoop with a tuft of buffalo fur attached in the middle

How To Play

- Traditionally, this game would be played by young boys on a windy day.
- The boys would roll the wind chaser hoop until it was carried off by the wind
- The boys then see who can catch the wind chaser hoop first
- Once it is caught, the game starts over

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

Ring Toss

- Students play the game
- After the game, have students reflect on how this game relates to anything they have played before. What are similarities? What are differences?

Chunkey

- Ability to precisely pinpoint where the "stone" will stop
- Students will reflect on what made it so competitive, why it was played, and how they could relate to the games they play.

Game of Bowls

- Have students pair up and play the game
- Ask students what made the game difficult or easier
- Have students reflect on what skills could be learned from playing this game (patience, endurance, virtues etc)

Rock Sling

- Have students practice swinging their rock sling and practice gauging where their rock/ball will land
- Students reflect on the use of this toy as a means of hunting small birds
- Ask students whether they think this would have been a challenging way to hunt

Wind Chaser

- Ask students what was challenging about this game
- Have students reflect on what skills you would learn from this game
- How did this game help you to grow?

Some Native Americans in Pro Sports Include:

- Billy Mills
- Jim Thorpe
- Charles Albert Bender
- Ellison Brown
- "Injun Joe" Kapp

Billy Mills

- Billy Mills was born in 1938 to the Oglala Lakota (Sioux) Tribe.
- He was the second Native American to win an Olympic gold medal.
- He's also the only American to get a gold medal at 10,000 meters.

Review (wrap up and transition to next activity):

- Have students reflect on how this game relates to anything they have played before. What are similarities? What are differences?
- Students will be asked to reflect on what they have learned in these games. What was the most challenging part about them? How could you play these games at home and what kinds of things you use to play them?

Words for Review

Napsiyohli - ring

Inyan onyeyapi - slingshot
Tate kahwogyapi - wind chaser/they are chasing the wind
Ptehincala unkiyepi - we are young ones
Tchung-kee- the hoop and stick game
Icaslohe econpi- game of bowls

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.

- While they are playing the game see if they are following instructions well.
- Ask them to repeat the skills that are gained through ring toss
- Ask them to repeat what ring toss is in Lakota
- Make sure to repeat instructions throughout the game.
- Probe for clarifying questions throughout the game
- Monitor to see if students are participating in the activity. Are they struggling to use the rock sling properly? Are all of the students in the group getting a chance to catch the wind chaser?

Consideration for Back-up Plan:

- If unable to get the materials or go outside, this can be played in the gym or students could make rings out of paper and tape and then use rulers to catch their rings. They could also set up water bottles or expo markers to toss the rings around.

Summative Assessment (linked back to objectives)

End of lesson:

- Have students reflect on how this game relates to anything they have played before. What are similarities? What are differences?
- Have students reflect on what they have learned during these games. Ex. What games did you find the most difficult? Which games were your favorite?

If applicable- overall unit, chapter, concept, etc.:

- Since many of these materials are not easily accessible, plastic rings and string may be used instead of willow branches and sinews. Small golf-ball sized balls may be substituted for stones and slingshots may be made with various materials including string, felt, faux leather, burlap, etc.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):