

<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) - 2-4 Hula Hoops - 1 throwing object per player (football, dodgeball, etc) - Wooden pins - Shooter marble or round stone - Counting sticks or beads 	<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): S1.E13.5a: Throws underhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects. S2.E5.5c: Recognizes the type of throw, volley or striking action needed for different</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Above Proficiency:</p> <p>Approaching/Emerging Proficiency:</p>

games and sports situations.

H.3_5.3 Describe the North Dakota Native American Essential Understandings.

H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota.

H.3_5.9 Explain how individuals and groups contributed to North Dakota.

H.3_5.10 Describe the events and developments that led to the statehood of North Dakota

ND.6_12.4 Analyze the historical and current events and their impact on the development of North Dakota.

Modalities/Learning Preferences:

Objective(s):

- 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

Bloom's Taxonomy Cognitive Level:

Classroom Management- (grouping(s), movement/transitions, etc.)

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

Minutes

Procedures

Set-up/Prep:

Ring Toss:

- 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

Game of Bowls

- Split class into pairs
- Each person needs one wooden pin or dowels
- Each pair needs one marble or stone and scoring sticks or beads
- Have smooth flat surface to play on; table or the floor works

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)

Hoop and Arrow

- Two teams of 2-8 players (ideally 4-6)
- One team stands in line to throw while the other rolls hula hoops
- Tally points per however many throws make it through the hoops
- Points can vary based on hoop size or object thrown

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

Tahuka caᅇhdeška (Hoop and Arrow)

Background

- Traditional game played by older men to practice hunting

Materials

- Spears 4-5 ft or around chest height
- 4-8 webbed hoops 8-14 inches in diameter
- Willow or ash wood commonly used for spears/hoops
- Wet rawhide used to form the webbing, crafted in dreamcatcher or other webbing styles

How to play

- Two teams ranging from two to eight players
- Teams take turns rolling or tossing the hoops back and forth while the other team tries to throw the spears through the hoop
- Points awarded based on how close the spear is to the cante or "heart" of the hoop, most points wins

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?

Hoop and Arrow

- Have students reflect on the difficulty of the game, then imagine throwing spears into much smaller hoops

- Then reflect on how that hunting much faster animals that may take multiple throws to wound

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.

Jim Thorpe

- Born May 28th near Prague Oklahoma
- Member of the Sac and Fox Nation
- His Native Name was Wa-Tho-Huk which means "Bright Path."
- Football, baseball, and track and field
- Won 2 gold medals in the Olympics: Pentathlon and Decathlon
- First Native American to win a gold medal for America
- Played for 6 different pro football teams
- President and co-founder of American Professional Football Association which was later to grow into the NFL
- Association Press named him "the greatest American football player"

Charles Albert Bender (1884-1954)

- Born in Crow Wing County MN
- Full blooded Objibwa Indian
- Played in 16 professional seasons from 1903-1925 winning 3 World Series Titles
- Regarded as one of the most clutch pitchers of all time
- Elected into the baseball Hall of Fame in 1953

Ellison Brown (1914-1975)

- Known as "Tarzan" Brown for his running, but known as Deerfoot by his Native people
- Born into Narragansett Indian Tribe of Rhode Island
- Won Boston Marathon in 1936 and 1939
- Competed in Berlin olympics in 1936
- Inducted into American Indian Athletic Hall of Fame in 1973

"Injun Joe" Kapp

- Hall of Fame NFL Quarterback
- Born in Santa Fe, NM
- Attended college at the University of California
- Teams Played for:
- Boston Patriots
- Minnesota Vikings
- BC Lions (CFL)
- Calgary Stampeders (CFL)
- Led the University of California to the Rose Bowl in 1958
- Led the Minnesota Vikings to their first Super Bowl Appearance
- Was also an actor, head coach, and general manager

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?
- Making sure proper underhand form is being used throughout. Also, overhand form for those trying to get near the target. Asking them how they could make it better if they miss or what components are being used.
- While students are playing, make sure they are following instructions.
- Ask students to explain the procedures of the game while they are playing and scoring.

Consideration for Back-up Plan:

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?
- Have students reflect on how indigenous people in the past could have used this game. How could they use it today?
- Have students reflect on what they learned for the game. What skills could be gained from playing this game?

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

- 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.
- 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.
- Equipment may become an issue. However, all that would be needed for a back up plan could be a hula hoop and some sort of ball. The game can be played on a big field, or indoors within a classroom or gymnasium.
- If traditional materials are difficult to find, wooden dowels can be used for pins, and marbles would work for a round stone, and any method of scoring would work if you don't have scoring sticks or beads.

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

