

Grade: 10th Grade

Unit Topic: Native Peoples Studies

Course/Discipline: Physical Education, Social Studies, English and School Counselling

Approximate Time Required: 1 school week (5 days)

1. Main purpose of unit study

- a. The purpose of the unit study is for students to compile a history of the Sioux Tribe since the beginning of their tribe's existence until now while noting the changes in their culture and what has stayed the same. Specific things to include are how they dress, their dances, their food, their activities, their family structure, their belief system, and any other aspects to their culture. The goal is to be able to gain an appreciation for the Sioux culture

2. Course Standards

- a. ND.6\_12.4.1 Identify the Native American groups in North Dakota before European contact and describe their culture.
- b. Question to Ask Students
  - i. What is one way you find Native Americans interesting? (*Getting Interest & Attention*)
  - ii. Explain what one way the Native American culture was advanced before European influence? (*Comprehension*)
  - iii. In a personal viewpoint informed by context, in what way could you weigh and criticize Native American Cultural practices? What do you feel informs and justifies this criticism from you knowledge? (*Allowing expression of affect & evaluation*)
- c. ND.6\_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information.
- d. Questions to Ask Students
  - i. Is anyone continuing to look for their 2 primary and secondary sources, if so please raise your hand? (*Managing*)
  - ii. By researching and learning Native Americans, specifically the Sioux stereotypical diet, how does the diets compare to the geography in respect to other cultures? (*Analysis & Diagnosing & checking*)
  - iii. How do you think famous figures such as Crazy Horse or Sitting Bull affected by the major U.S. major treaties and battles in this timeframe? Do you think these treaties benefited the U.S. government or the Native Americans more? (*Structuring and redirecting learning*)
- e. W.7 - Gather relevant information from multiple authoritative print and digital sources. a. Use advanced searches effectively. b. Assess the usefulness of each source in answering the research question. c. Integrate information into the text selectively to maintain the flow of ideas. d. Avoid

plagiarism. e. Follow a standard format for citation that is appropriate for the discipline and writing type

f. Questions to Ask Students

i. Define the essential elements to the APA formats that are being used? (*Recalling specific facts or info & knowledge*)

g. S1.H2.L2 Dance and rhythms. Demonstrates competence in a form of dance by choreographing a dance or by giving a performance

h. PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

i. Questions to Ask Students

i. If you interpret these styles of dances, what areas would they be present in current mainstream U.S. Culture and Native American Culture? (*Encouraging higher level thought process & Application*)

3. Performance Objectives

a. The students will first fill out a reflection on their original beliefs about the Sioux culture including how much they know about them and what their beliefs are about them, and then at the end the students will share how their study of the Sioux culture has shaped their beliefs about the Sioux and if they look at the Sioux culture any differently at the end of the unit from the beginning of the unit.

b. At the end of the lesson, students will research and compare Sioux tribal traditions with an annotated bibliography assessing the credibility and correct citation format to avoid plagiarism.

c. Students will learn how to do a traditional Sioux dance and then perform it to the best of their abilities at the end of the week.

d. Students will identify and analyze factors of the Sioux culture by using primary and secondary sources by the end of the week.

e. Students will create a timeline in small groups showing significant events throughout the history of the Sioux by the end of the week.

4. Content Outline

a. How the Sioux dress

i. “The men wore leggings, loin clothes (breech cloth), and moccasins” (Shepherd 1).

ii. “The women wore deerskin dresses reaching halfway below the knee, elbow length sleeves (open at the armpits), leggings extending from ankle to knee, and moccasins” (Shepherd 1).

iii. Decorations - fringes, quills, or beads,

iv. Clothing Material - Buffalo robes, fur side under, and moccasins lined with fur

- v. Winter Clothing - “The Sioux wore buffalo robes, fur side under, and moccasins lined with fur” (Shepherd 1)
  - vi. Ceremonial - Elk teeth, Bear Claws, and Feathers.
  - vii. [http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/archived\\_projects/2001\\_plains\\_projects/01\\_SiouxIndians\\_AricaS.htm](http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/archived_projects/2001_plains_projects/01_SiouxIndians_AricaS.htm)
- b. How the Sioux dance- Hoop Dances and Ghost Dance
- c. Food
- i. Meat - Buffalo, Fish, Bear, Antelope, Turkeys, and Hens
  - ii. Fruit - Cherries, Berries, and Plums
  - iii. Vegetables - Potatoes , Spinach, and Prairie Turnip
  - iv. [http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/archived\\_projects/2001\\_plains\\_projects/01\\_SiouxIndians\\_AricaS.htm](http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/archived_projects/2001_plains_projects/01_SiouxIndians_AricaS.htm)
- d. Their Activities- Icaslohe, gambling game played by women with a stone ball and a wooden cylinder. Tahuka cangleska is a game played by the men with a webbed hoop, tahuka cangleska, and a spear, wahukeza.
- e. Their family structure
- i. Children were called “Wakanisha” or sacredness. They are of primary importance.
  - ii. Children spend as much time with their second parents (who were chosen at birth) as they would with their birth parents.
  - iii. Children were taught life skills from an early age so they could learn how to survive later on in life.
  - iv. Women are in charge of most things in the tribe-cooking, cleaning, caretaking, and building.
  - v. Men are in charge of hunting and protecting the family. They are also the warriors of the tribe.
  - vi. Man moved into woman’s home
  - vii. Monogamy was normal but Sioux men could take on having many wives
- f. Their belief system
- i. Wakan Tanka is the Great Spirit
  - ii. Wakanpi are the assisting spirits
  - iii. The spirits had control of everything in life, so they are to be kept happy

- iv. A shaman is given the divine gift of dream interpreting from youth, so they go on a solitary vision quest to see what the spirits want of them.
- g. Any other cultural information
  - i. Warfare
    - 1. Known to use horses and raiding others. Recognized as fierce warriors.
  - ii. Nomadic lifestyle
    - 1. Sioux usually lived in teepees and followed buffalo to receive food and other goods.
  - iii. Government
    - 1. Made up of tribal council members and a chief who is chosen by the council members
- h. Famous Figures
  - i. Crazy Horse
  - ii. Sitting Bull
- i. Major Events
  - i. Treaty of Fort Laramie (1851)
  - ii. Sioux Uprising (1862)
  - iii. Battle of Little Bighorn (1876)
  - iv. Wounded Knee (1890)

## 5. Procedures and Activities

### Monday

Counseling: Students will fill out a reflection to analyze their beliefs about the Sioux Native Peoples Tribe.

PE: Learn to play Tahuka cangleska

ND History: Students will get background information on the Sioux and be allowed to ask what they already know and what they are hoping to learn. Introduction to Timeline and poster assignment. Students will be put in groups.

SS: Students will receive a comprehensive lecture and instructional guidance implemented with turn and talks and questioning throughout embedded with cultural norms and historic practices of the Native Peoples.

### Tuesday

PE: Learn to play Icaslohe

SS: Students will be given instructional strategies for research and begin researching the Native Peoples in both primary and secondary sources.

ND History: Students will learn how to use Milestone Documents and start to gather information they think will be useful. Work on timeline and poster assignment.

Counseling: Read first half of "Tiny Little Laws" article and discuss

### Wednesday

PE: Learn the Ghost Dance

SS: Students will continue research and be taught how to format an annotated Bibliography with assessing the credibility of the source.

ND History: Students receive time to work on timeline and poster. Students can ask for help if needed. Present images of different factors of Sioux culture

Counseling: Read second half of "Tiny Little Laws" article and discuss

Thursday

PE: Learn the Hoop Dance

SS: Students will construct the annotated Bibliography by the end of the class period.

ND History: Students receive time to work on timeline and poster. Will be told about short presentation they will give on what they found.

Counseling: Small and large group open discussion about the article and why it is important to treat Native Americans with great respect even though many of us are much different from them.

Friday

Counseling: Students will fill out a reflection at the end that will help them reflect on what they learned about the Sioux tribe and how much they appreciate the Sioux tribe and Native Americans more.

PE: Show how to play one of the games and one of the dances to a large group

SS: Students will utilize their annotated Bibliographies and the content in a teacher guided, student led circle discussion based on their findings throughout the week and students will turn in their annotated Bibliographies.

ND History: Groups will present their timelines and posters in a short 5 minute presentation. Will end class asking what students thought was most interesting and answering any questions on the information they were unable to find but still want to know.

- a. Students will listen to engaging information about the Sioux Native Peoples Tribe
- b. Students will research primary and secondary documents with Newsela and databases to receive a well-rounded Native viewpoint from multiple groups and perspectives.
- c. Students will create a graphic organizer reflecting knowledge learned about the Lakota, Nakota, and Oglala Sioux.
- d. Students will create an annotated Bibliography to express their knowledge with citations.
- e. Students will use primary and secondary sources from Milestone Documents to find information to create a timeline showing significant events throughout Sioux History.

- f. Students will create a diagram showing government and important figures in Sioux History.
6. Instructional Aids & Resources
- a. A before and after reflection sheet document
  - b. “Tiny Little Laws” article
  - c. Newsela.com
  - d. PE Central
  - e. Milestone Documents
7. Assessment/Evaluation
- a. Students will be able to perform a dance or play a game native to the Sioux tribe
  - b. Students will fill out a reflection at the end that will help them reflect on what they learned about the Sioux tribe and how much they appreciate the Sioux tribe and Native Americans more (or less).
  - c. Students will turn in a completed annotated Bibliography and be assessed on their ability to follow content and complete the correct citation .
  - d. Students will turn in a timeline showing significant events of Sioux history through writing and images.
  - e. Students will turn in Small Poster showing Sioux government and 2-3 significant people.