

Title

Science and Language of the Emergence Story

Grade Level

3rd - 4th

Theme

Lakota emergence story at Wind Cave

Duration

2-3 days

Goal

Students will understand the Lakota creation story.

Objectives

Students will be able to:

- Locate Wind Cave, Pine Ridge and Wanblee on a Map.
- Identify the components found on a map (key, compass, borders).
- Identify and use the Lakota words by matching the Lakota with the English.
- Explain how stalactites and stalagmites form and what they look like.
- Retell the Lakota Emergence story using pictures and Lakota characters.

| Assessment (matching) | | Resource | |
|-----------------------|------------------------|----------|-----------------------|
| Inyan | Trickster | Inyan | Rock |
| Wi | Earth | Wi | Sun |
| Skan | Rock | Skan | Sky |
| Maka | Whirlwind | Maka | Earth |
| Hanwi | Feminine beauty | Hanwi | Moon |
| Tate | Winged One | Tate | Wind |
| Wohpe | Moon | Wohpe | Feminine beauty |
| Wakinyan | Winds | Wakinyan | Winged One |
| Iktomi | Rock | Iktomi | Spider/Trickster |
| Yumni | Whirlwind | Yumni | Whirlwind |
| Ite | Wizard/ Grandfather | Ite | Face |
| Kanka | Beautiful Woman | Kanka | Old Woman/Grandmother |
| Wazi | Old Woman/ Grandmother | Wazi | Wizard/Grandfather |
| Tokahe | Buffalo People | Tokahe | The First |
| Pte | The First | Pte | Buffalo People |
| Eya | East | Eya | West |
| Yata | South | Yata | North |
| Okaga | West | Okaga | South |
| Yanpa | North | Yanpa | East |

South Dakota Standards

3.G.1.1. Students are able to identify and use map components.

Examples: title, map key, compass rose, lines and borders, roads and routes, objects and symbols. Construct a map using map key and symbols, title, compass rose, and boundaries.

3.G.2.1. Students are able to identify reasons people move and how it affects their communities.

4.P.1.1. Students are able to describe observable physical changes and properties in matter.

Cultural Concept

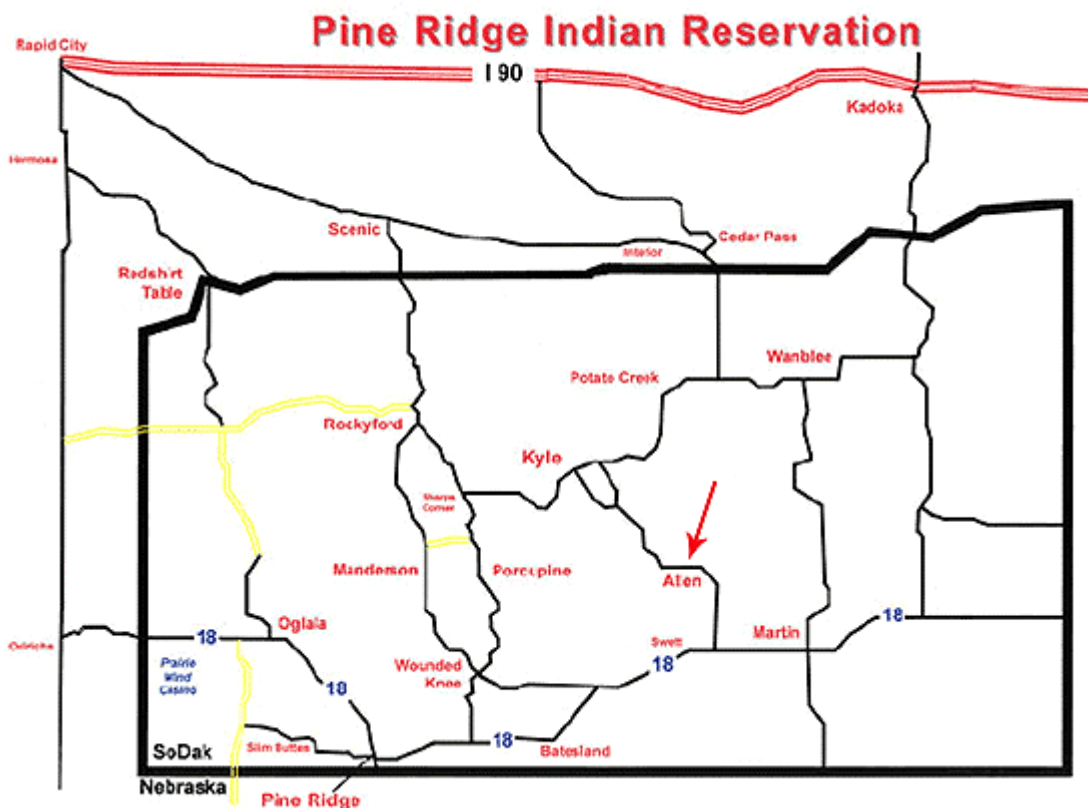
Lakota Emergence Story

Cultural Background

By reading the Emergence Story found in the CAIRNS reading packet from pages 11-12, the teacher will have the sequence of events for the creation story. Watching the video of the Lakota Creation story by Homer White Lance found at lakotastories.edublogs.org will allow a native teacher to explain the story.

Pine Ridge Indian Reservation

Oglala Sioux Tribe Map



Flag:



Nine White Teepees in a Circle: Each teepee represents a political subdivision of the Oglala:

1. Wakpamni District.
2. Porcupine District.
3. Wounded Knee District.
4. Medicine Root District.
5. Pass Creek District.
6. Eagle Nest District. Wanblee
7. White Clay District.
8. LaCreek District. (The often forgotten political subdivision).
9. Pine Ridge District.

Field of Red: Represents the red blood of the “red man” Red is a “wakan” color—holy color.

Blue Border: Blue Sky in the four directions loyalty of the Oglala Sioux Tribe the USA.

- Established in 1889.
- Largest Community: Pine Ridge.
- 8th Largest Reservation in the USA.

12/29/1890 Wounded Knee Massacre.

Famous Oglala:

Crazy Horse
Chief Red Cloud
Chief Big Foot
Russell Means
Craig Howe
Billy Mills—Olympic Gold Winner

Student Activities

Three activities over three days with each activity lasting approximately 35 minutes.

Day 1:

Begin by asking students if they know the significance of Wind Cave. Have they ever heard the story of how Lakota people came to live in the Black Hills region? Ask students to raise their hands. If there are students who raise their hands, ask them to tell their table group of 4-5 students. After two minutes, have each table group share their knowledge. If

students do not know the story or importance of Wind Cave, begin by explaining that the Lakota people did not always live on Reservations. Show students the video by Homer White Lance that explains the creation story.

Introduce new Lakota vocabulary by choral reading. Have students write down the new vocabulary on flash cards. They will be used as a matching game within centers.

Then, explain that we will go to Wind Cave on Thursday and want to understand how Wind Cave is significant to the Lakota People. Show the maps of Pine Ridge, Wind Cave and South Dakota. Record the components of a map on chart paper for future lesson. To understand the cave better too, we will try to understand what forms within the caves (stalactites and stalagmites). In order for these things to form, water must be present. Discuss the significance of water in the Lakota Culture. Proceed to centers- set up science experiment based on the SD resource page 2.

Day 2: Water is sacred. Explain the role of water in Lakota Culture NEED RESOURCE WITH A LAKOTA PERSPECTIVE. Check the Progress of experiment. Powerpoint/Bill Nye video of stalactites and stalagmites to build context for field trip. Create half page of cave facts based on the video and ppt. Add the page to their Earth Science book.

Day 3: Vocabulary practice during math centers. Draw a picture of what the cave looked like on one half of a page. Use the other half of the page to draw a picture of the Lakota Emergence Story.

Resources

- List of Lakota vocabulary. Create flash card matching game to be used in centers.
- Powerpoint of Pine Ridge facts.
- Powerpoint of Emergence story to be used as a daily review. Students could narrate what each slide represents.
- Already started creation of stalactites and stalagmites experiment to show development.
- Schedule a tour of Wind Cave.
- Utilize SD State parks background lessons to create both science experiments.

Assessment

Vocabulary matching quiz

Student created picture of Wind cave, including labeled stalactites and stalagmites.

References

Nativecairns.org

Lakotastories.edublogs.org

CAIRINS Reading List PDF

Developer

Ariel Stenger, Crazy Horse Elementary, 3rd grade

Date

10/11/2014