

APPENDIX V – 54

# Native Americans of the Plains

## Teacher's Guide

### Using the Culture Kit

Welcome to the amazing world of the Native American Plains Culture Kit. This box introduces a world of history, traditions, and amazing people who continue to pass down these practices today. When navigating through this kit be aware that you are the vessel of knowledge in which your students will learn about this culture. While this cultural group has a long history, it is important to teach your students that this culture thrives in modern times and communities. Culture really does not exist in a box. It constantly transforms based on the materials you have access to and the people you interact with. Like with all communities there may be many challenges that people, represented in the kit, continue to face. It is important to teach our students what a community is and how that relates to individual identity within a community. Take some time to carefully read/look through the Culture Kit. You may adapt the information, artifacts, and teaching tools to best fit your teaching style. Below is a list of vocabulary, essential questions, and suggested reading to help best deliver this cultural information.

Begin your journey through the Culture Kit with the Main Information Packet. At the bottom of each page is a sticker that matches the topic with corresponding artifacts, books, and lesson plans. When teaching about a specific topic, refer to the matching stickered artifacts to help students make connections.

### Key:



**Lesson**



**Book**



**Artifact**

**Culture is: A way of living and being in the world that are designs for acting, believing, and valuing. Culture includes language, religion, gender, relationships, disability, sexual orientation, family structures, nationality, rural/urban/suburban communities.**

Lusting, W., & Koester, J. (1999) Intercultural Competence. Interpersonal Communication across Cultures. 3<sup>rd</sup> ed. New York: Longman.

### **Community- Local/ Global-Interconnectedness**

- Interest- Communities of people who share the same interest or passion (A community for people participating in same activity). Example- visual and performance arts, Indigenous.
- Action- Communities of people trying to bring about change. (A community with a goal to use, collective power to make change in the world). For example: Environmentalists, Social Justice etc.
- Place- Communities of people brought together across geographic boundaries. Building global relationships-interconnectedness. Building relationships by supporting each other during challenging times. Example- migration/Immigration, war conflicts.
- Practice- Communities or families of people brought together to undertake the same activities. For example, New year's, birthdays and other family gatherings.

### **Connecting with Identity**

Identity-condition or character as to who a person or what a thing is; the qualities, beliefs, etc., that distinguish or identify a person or thing.

- Skin Color
- Intersectionality (gender, sexual orientation, age, socioeconomic status, education, nationality)
- Family History- beliefs, values, artifacts

### **Diversity within a Culture**

Native American Plains People

- Shelters, Arts, Ceremonies, Food, Clothing, Pan-tribal
- Indigenous tribes within region- Examples: Assiniboine, Crow, Blackfeet, Plains Cree, Plains Chippewa (Ojibwa), Mandan, Hidatsa, Arikara, Sioux/Lakota.
- Ethnic diversity- Blood quantum for tribal enrollment.

## Suggested Reading

*Black Elk's Vision: A Lakota Story* (2015) by S. D. Nelson. (Int Lvl: 3-6). This is the story of Black Elk through the medicine man's voice, bringing to life what it was like to be Native American in the mid-to-late 19<sup>th</sup> century and early 20<sup>th</sup> century.

*Buffalo Bird Girl* (2015) by S.D. Nelson. (Int Lvl: 3-6). A childhood story of Buffalo Bird Woman – a Hidatsa Indian born around 1839.

*Dance in a Buffalo Skull* (2007) by Zitkala-Sa & S.D. Nelson. (Int Lvl: K-3). Dance in a Buffalo Skull is an American Indian tale of danger and survival on the Great Plains.

*Dream Wolf* (1997) by Paul Goble. (Int Lvl: K-3). Lost in the mountains, Tiblo and his little sister Tanksi are rescued by a friendly wolf who leads them safely back to their village.

*The Earth Made New: Plains Indian Stories of Creation* (2009) by Paul Goble. (Int Lvl: 3-6). This Plains Indian Creation story celebrates a new Earth after the flood and narrates the making of the buffaloes, mountains, plants, colorful houses and Thunderbirds among others.

*Gift Horse: A Lakota Story* (2016) by S.D. Nelson. (Int Lvl: K-3). An introduction to 19<sup>th</sup> century Native American life on the Great Plains.

*Her Seven Brothers* (1988) by Paul Goble. (Int Lvl: 3-6). Retells the Cheyenne legend in which a girl and her seven chosen brothers become the Big Dipper.

*Hungry Johnny* (2014) by Hungry Johnny. (Int Lvl: K-3). The story shows Ojibwe family and community values.

*The Lost Children: The Boys who were Neglected* (1993) by Paul Goble. (Int Lvl: K-3). Based on Blackfoot Indian myth, this tale movingly reminds readers that all children are sacred.

*Meet Christopher* (2008) by Genevive Simermeyer ((Int Lvl: 3-6). One of four books in a series by the Smithsonian featuring a child from major Native American regions.

*Nakoda Sky People* (2012) by Minerva Allen & Lowell Jaeger. (Int Lvl: 3-6). Minerva Allen is one of Montana's finest treasures, and her poetry reverberates across the Great Plains.

*Nipehon: I Wait* (2017) by Caitlin Nicholson & Leona Morin-Nelson. (Int Lvl: 3-6). The story in Cree and English tells a young girl, her mother, and grandmother are going out to pick wild yarrow.

*Niwicihaw: I Help* (2018) by Caitlin Nicholson & Leona Morin-Nelson. (Int Lvl: K-3). The story in Cree and English explores a young child's relationship to his grandmother as they go for a walk in the woods to pick rosehips.

*Red Cloud: A Lakota Story of War and Surrender* (2017) by S. D. Nelson. (Int Lvl: Grade 3rd-6th). The story is about Red Cloud who was a great warrior and chief of the Lakota and told from his perspective.

*Sitting Bull* (2015) by S.D. Nelson. (Int Lvl: 3-6). The story portrays the life journey of Sitting Bull, the greatest Lakota/Sioux warriors and chiefs.

*The Star People: A Lakota Story* (2003) by S.D. Nelson. (Int Lvl: K-3). A young Lakota Indian girl narrates the story of how she and her little brother, Young Wolf, survive a prairie fire.

*Stolen Words* (2017) by Melanie Florence & Gabrielle Grimard. (Int Lvl: K-3). The story of the relationship between a little girl and her grandfather.

*Storm Maker's Tipi* (2001) by Paul Goble. (Int Lvl: 3-6). The origination of the tipi and what it has come to symbolize is told in this Blackfoot legend.

*Tallchief: America's Prima Ballerina* (2001) by Maria Tallchief & Rosemary Wells. (Int Lvl: K-3). Growing up on the Osage Indian reservation, Maria Tallchief was a gifted pianist and dancer.

## Standards

### **Anti-Bias Framework-Diversity Standards**

[www.tolerance.org](http://www.tolerance.org)

Identity 1-6  
Diversity 6-10  
Justice 11-15  
Action 16-20

### **Common Core English Language Arts Standards Grades K-5**

<https://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>

## Theme/Big Idea

Everyone Has a Story to Tell

The more we learn about ourselves the better we can understand and appreciate the differences in others. Exploring intercultural literature, with a focus on critical thinking, helps to foster awareness of self, others, and the world.

## Essential Questions

- How can we better understand others, the world, and ourselves?
- How can self reflection lead to self-awareness?
- How can analyzing literature help foster awareness of self, others, and the world?
- How is understanding self, others and the world interrelated?

<http://curriculum.tusd1.org/Parent-Student-Resources>

## Content Connections

- Social Studies
- Language Arts
- Visual Arts
- Music
- Dance
- Science
- Multicultural
- Current Events
- Human Rights
- Global Perspectives
- Health/Nutrition
- Career Readiness