

The Sioux Indians: A 3rd Grade Literature Focus Unit
By Stephanie Bennett

Featured Selection: If You Live With the Sioux Indians (If You Lived) by Ann McGovern
Publisher- Scholastic 1992 Reading level- ages 9-12

This book introduces the reader to one of the North American Plains Indian groups, the Sioux. It is a picture book that portrays the Sioux Life in the 1880's and their relationship with "white people." It's also written in a question and answer style format. Topics from family life to rituals to rules can be found within this book. For example, did you know "that a boy was expected to hunt his first buffalo calf before he was 10 years old." The author also informs the reader about what is going on with the Sioux Indians today.

Related Materials:

1.) 19th Century Plains Indian Dresses by Susan Jennys

Publisher-Crazy Crow 2005 Reading Level- age 9 and up

This book is a craft guide to recreate clothes and accessories worn by Northern, Central, and Southern Plains in the 19th century. Original texts and other sources discuss historical background and tribal styles from the time of Lewis and Clark to the beginning of reservation period.

2.) Plains Indian War (America at War) by Sherry Marker Reading level- Ages: 9-12

Publisher- Facts on File 2003

In the beginning, white settlers and Indians had a good relationship, but as treaties and trusts were broken violence would soon break out. Natives and the white settlers continued to have confrontations and battles which would soon be called the Plains Indian Wars. This book takes you through these wars and other historical related facts.

3.) Daily Life in a Plains Indian Village 1868 by Michael Terry Reading level- Ages: 4-8

Publisher- Clarion Books 1999

From family life to hunting, this book takes you through the daily life of a Plains Indian before reservations. The reader gets a first hand look at clothing styles, setting up a teepee, preparing for battle and hunting practices.

4.) The Sioux (Native American Histories) by Michelle Levine

Publisher: Lerner Publications 2006 Reading level- ages 9-12

This book introduces the reader to the day and the life of the Sioux Indians. It discusses topics from family life to new neighbors to war on the plains.

5.) Francis Parkman and the Plains Indians (History Eyewitness) by Francis Parkman and Jane Shuter Publisher- Steck-Vaughn 1995 Reading Level- ages 9 and up

This book gives the reader a look into the daily life of a Plains Indian tribe from a white man's experience. A wealthy Bostonian travels with a band of Oglala Sioux as they travel the Oregon Trail in 1847.

6.) Crazy Horse: Sioux Warrior (Signature Lives) by Brenda Haugen

Publisher: Compass Point Books (August 2005) Reading Level- ages 9-12

This book looks into the life of the great Sioux warrior Crazy Horse. Crazy Horse fought against the U.S. federal government in an effort to preserve the traditions and values of the Lakota way of life and book takes you through his life experiences.

7.) Moonstick: The Season of the Sioux by Eve Bunting
Publisher- Harper Trophy 2000 Reading Level- 9-12

This book introduces young readers to the seasons the Sioux experienced. There are 13 moons of the Sioux year and marked by notches on a “moonstick.” This stick, like a calendar or planner, tells when the Sioux can hunt, dance, wear snowshoes, and etc.

8.) Wigwam Evenings: 27 Sioux Folk Tales by Charles A. Eastman and Elaine Goodale Eastman
Publisher: Dover Publications 2000 Reading level- 9-12

The reader can experience 27 Sioux folk tales passed down from generation to generation. The stories range from creation myths, princesses, brave heros, witches, and other universal characters fascinated by the Plains Indians.

9.) Bad River Boys: A Meeting of The Lakota Sioux with Lewis and Clark by Virginia Driving Hawk Sneve
Publisher- Holiday House 2005 Reading Level- ages 9-12

This book is based on the Sioux’s first account with Lewis and Clark. Tension rises with the first encounter but soon ease with appearance of the large black dog and lone African American traveling with them(Lewis and Clark).

10.) Brave Bear and the Ghosts: A Sioux Legend (Native American Legends) by Gloria Dominic
Reading level- Ages 9-12 Publisher: Troll Communications; 1st Pbk. Ed edition 1998

There are many legends developed within the Sioux culture. This book takes readers through one legend about a young brave bear who tries to outwit ghosts who are trying to scare him. This Sioux legend uses humor to enlighten the reader.

Goal/Objectives:

- 1.) Using the featured selection, the students will examine the life of the Sioux Indians to gain a better understanding of the Plains Indians with 100% accuracy.
- 2.) Using a Venn diagram, the students will compare the lives of the Sioux Indians to their own at 100% accuracy.
- 3.) Using the book Wigwam Evenings: 27 Sioux Folk Tales by Charles A. Eastman and Elaine Goodale Eastman as a source, students will create a story of their own using 100% creativity.
- 4.) Using the book Moonstick: The Season of the Sioux, the students will present/forecast and pantomime the seasons experienced by the Sioux Indians on the plains at 100% accuracy.
- 5.) Writing in the their journals, students will summarize what they learned about the Sioux Indians using correct grammar and spelling.

Strategies and skills:

- *writing
- *working together
- *creativity
- *story telling
- *pantomiming

- *drum beating
- *Venn diagram

Indiana Academic Standards:

- *History- Historical Knowledge: 3.1.1 Describe American Indian groups who lived in the region when European settlers arrived.
- *English/Language Arts- Speaking Applications: 3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- *English/Language Arts: 3.7.15 Follow three- and four-step oral directions.
- *Science: 3.3.7 Identify and explain some effects human activities have on weather

Unit Plan:

Pre-reading

*Activity: The teacher brings in a diorama of the Plains Indian village and a drum. The students will describe to the teacher what they see. The student that has an idea about the diorama will come up to the drum and beat on it (to their own beat/ in their own way) while they tell me what they see. (Ex: “hit-I hit- see hit- a hit- tee hit-pee”) The teacher keeps a list on the board. Each student will come up and try out the drum. Once we run out of observations from the diorama, the student is free to tell me anything they know about Native Americans. (Music)

*Introduce important words: medicine bundle, buffalo, legend and folk tales, plains, and etc. (look up words in book and/or dictionary if needed)

*Grouping: whole-class and individual

Reading

*Activity: Teacher reads aloud featured selection and introduce the students to the history of the Sioux Indians.. First, the teacher will read the question aloud to the class. Then the teacher will get students feedback on what they think the answer is to the question. After 3-4 suggestions, the teacher will read the answer to the students. This is continued for each question. The book will be split in half and read in 2 days.(Social Studies)

*Grouping: whole-class

*Activity: While students are listening to the teacher read, they will write and keep track of activities done by the Sioux Indians. (Ex: hunting techniques, description of clothes/homes, and etc.) When finished reading, students will finish their list and turn it in for credit.

*Grouping: individual

*Activity: The last part of the book talks about how the Sioux hunted buffalo. I will take the students to the gym and have an archery activity set up. The students will get to work with bows and arrow (the arrows will have rubber tips) and learn about aim. They will also learn about hunting techniques of the Sioux. Each student will get participation points as long as they try and work the bow and arrow. (Gross motor)

*Grouping: whole-class and individual

Responding

*Activity: Individually, the students will create a Venn diagram and compare the lives of the Sioux to their own. Each diagram will be collected for participation points. (Copy of diagrams can be found at <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>) (Writing)

*Grouping: individual

*Activity: Students will get their journals and write about their favorite piece of

information learned about the Sioux Indians. Be sure to include why it's your favorite and give specific details. (Writing)

*Grouping: Individual

Exploring

*Activity: Students will be split into small groups and recall the activities that are done by the Sioux Indians in the book. Students lists and the book will be used as a resource. As a group those activities will be narrowed down to 10-12 topics.

*Grouping: small group

*Activity: As the students learned, the Sioux are known for legends and folk tales. Students will look at the book Wigwam Evenings: 27 Sioux Folk Tales by Charles A. Eastman and Elaine Goodale Eastman. I will tell the students 2-3 folk tales and make up a story of my own. Next, the students will be split into 2 large groups and each student will tell a story of their own to their group. Students will be graded on creativity, beginning, middle, and end. One group story tells at a time. The other group can check out the other resources that go with the unit. When one group is done, we will switch. (Story telling)

*Grouping: small and individual

*Activity: What was the weather like for the Plains' Indians? The class will check out the book Moonstick: The Season of the Sioux by Eve Bunting. The students will be split into small groups (each group with 1 season) to prepare a weather forecast that the Plains Indians would experience for that season. There will be 1-2 forecasters while others pantomime what the forecasters are saying/explaining. Forecast should include temperatures, duration of the weather: days/weeks/months, clothes worn, and anything else the students want to include. (science, math, and drama)

*Grouping: whole-class and small group

Applying

*Activity: Students will partner up and be given a topic from the class activity list of 10-12 items. Partners will put together a 5-10 min. presentation on the activity. A type of artwork must be included. (Examples activity would be housing. The student would make a tee pee using a diorama, poster, collage, carving, real-life object, drawing, and etc) While the students work, I will be playing music and chants done by the Sioux Indians. Artwork will be displayed for all to see. (Art, music, and fine motor)

*Grouping: Partners

*Closing Activity: Students will write in their journals about what they have learned these past 2 weeks. The Sioux Indians ate mostly buffalo meat but also bear, deer, antelope, turkey and hens. While writing, students can sample deer meat and/or jerky. The student will also fill out a survey for the teacher. Survey is about how they felt about the activities and the unit. (Writing and fine motor)

*Grouping: Individual

Time Schedule:

Day 1 Bring in drum and diorama and discuss with students. Introduce important words. Read	Day 2 Recap of what we read so far. Finish up the story and discussions. Students finish with
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half of the story and begin discussions. Students start creating a list (30 min)	list. To the gym for lesson on hunting and Archery activity. End with journal writing. (80-90 min)
Day 3 Recap of what has been done. Venn diagram activity is next. Then put students into groups and recall activities from book. Make a class list. Assign partners and activities. Go over folk tales/storytelling and students tell their own (60 min)	Day 4 Finish up storytelling (if needed). Recap of what has been done. Explain forecast and pantomime activities. Go over directions and expectations. Begin work (60 min)
Day 5 Students present forecasts. Last, assign partners for art activity. Go over directions and expectations. Students start creating (60 min)	Day 6 Work on presentations with partners (60 min)
Day 7 Work on Presentations (60 min)	Day 8 Work on Presentations and answer any last minute questions. (30-40 min)
Day 9 Presentations (50 min)	Day 10 Final presentations (if needed). Journal writing, survey, and snack. (1 hour)

Assignment Checklist:

- List of Activities
- Journal writings (2)
- Artwork
- Venn diagram
- Survey

Sources:

If You Live With the Sioux Indians (If You Lived) by Ann McGovern
<http://www.saskschools.ca/~avonlea2/grass3/grade56/heritage.htm>