

Meet Tatanka (buffalo)

Grade Level: Second

Week 3

Goal 2.0: Students will be able to identify and express personal feelings to others, to understand the importance of active listening skills, and to assess facts and untruths.

Lakota Value: Generosity – Wacantognaka (wa-can-to-gnaka)

Purpose: To learn what constitutes good character in a person.

Lesson Objectives:

The student will:

- Learn about the Lakota value of generosity and how it relates to their identity.
- Learn how to express personal feelings to others.
- Learn to understand the importance of active listening skills.
- Learn to assess facts and untruths.
- Learn to express personal feelings to others.

Materials Needed:

- Tatanka (buffalo) worksheet page 32
- Crayons, markers, colored pencils, etc.
- Dry erase board
- **The Great Race** by Paul Goble
- Medicine Wheel floor display for talking circle
- Sage, shell, and turkey feather for talking circle
- La Kol Wi Co Un (Lakota Way of Life) Workbooks

Suggested Time Frame: One class period

Introduction:

Briefly review the important points of the last lesson, "Who am I?" Explain the meaning and concept of character. The word "character" describes what we are inside. It shows itself in how we behave.

Activity:

Have the students form a talking circle and review the talking circle rules. Reinforce that it is very important to be respectful of one another. Smudge if school allows and read the story The Great Race.

Process with students:

Who were the characters in the story?

How did the characters in this story show generosity?

Why is generosity important to us today?

How do you show generosity?

- Discuss and write on board the good and bad behaviors displayed by characters in the story. Have students generate a list of good and bad behaviors. *Who had good behavior in the story? Who had bad behavior in the story? Why was that behavior good or bad? What are some good things about you?*
- Discuss with the students their concept of character. *When you watch cartoons on TV, you see many different kinds of characters. Can any of you tell me who some of the characters are that you see? If*

students are having difficult time some examples might be Patrick is a good friend to Sponge Bob, he is generous with his things. Sandy shows good character by allowing others to play with her things. Boots the monkey helps Dora find her way. Diego helps the animals in many different ways. Listen and write the answers and compliment students on their choices. *What are some examples of behavior that show good character?* List and help to explain their answers. Suggest other examples (e.g., treating others as you would like to be treated, helping others at home and in school, following instructions, sharing, etc.).

- Hold up the handout of Tatanka for them and say: *This is Tatanka, one of the characters in the story. He uses good manners and is considerate of the feelings of others. He peacefully gave himself when he lost the race so his brother, the human, could live. He was generous. The Lakota never forgot his generosity. Even when they killed the buffalo for food, clothing and shelter, they always gave thanks for the gift of life (food) the buffalo gave to them.*
- Ask the children to write some examples of their own gifts that they have to share. Give some examples of ways you show generosity (e.g., sharing with others when they don't have something, like a pencil; listening to others when they don't have anyone else to listen to them; helping your teacher).

Meet Tatanka Worksheet:

Conclude the discussion with a coloring activity using the Tatanka handout. Ask the students to write some of the gifts of generosity that they have shared around Tatanka, and then color their picture. Invite them to share with their family some of their gifts.

Outcome: The student will be able to identify some good character traits in themselves and others.

Vocabulary: For Teacher Review

Wacantognaka – (wa-can-to-gnaka) – To put something in the heart. To contribute to the well-being of one's people and all of life by sharing and giving freely. This is not just sharing things, but also feelings like sympathy, compassion, and kindness, and giving freely of your time.

Tatanka – (ta-tan-ka) – Buffalo.

Character – All things that make a person, place, or thing different from others. This neighborhood has a friendly character. He has an honest character.

Behavior – The way a person acts or behaves. Miss Cole's behavior at lunch was surprising.

Generosity – The condition of being willing and ready to give. We thanked the volunteers for their generosity.

Example – something that shows what a group of things is like. An apple is an example of a fruit.



Our Relatives – Sun, Moon, & Stars

Grade Level: Eighth Grade

Lesson Number: 7

Goal 9.0: Students will reflect and summarize their knowledge, skills, attitudes, and beliefs gained from LCH in the context of the Lakota traditional values and culture.

Lakota Value: Waohola - respect

Purpose: Students will study the relationship of the heavens (sun, moon, and stars) to the Lakota people on earth and their sacred sites.

South Dakota Content Standards:

- *Oceti Sakowin Essential Understanding & Standards (OSEUS) 2012*
 - 3.2.3-5: Students are able to describe the relationship between the sacred sites, star knowledge, and creation stories.
 - 3.2.9-12: Students are able to use the star knowledge to identify the sacred sites within the Black Hills (He Sapa).
- *Earth Science Standards*
 - 8.E.2.1: Students are able to compare celestial bodies within the solar system using composition, size, and orbital motion.
 - Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.

Lesson Objective:

The student will:

10. Be able to describe the celestial system in astronomical terms and in traditional Lakota terms.
11. be able explain why the celestial system was important to the Lakota people and their culture.
12. show how and why the celestial system are considered relatives to Lakota people.

Materials Needed:

- ✓ Medicine Wheel floor display for talking circle
- ✓ Sage, shell, and turkey feather for talking circle
- ✓ **Waniyetu Wowapi** (Winter Count) Workbooks
- ✓ Computer, Internet Access, and Projector
- ✓ YouTube Video: "Lakota Star Knowledge" by Dr. Craig Howe
<https://www.youtube.com/watch?v=VyK1Oqoqcq8> Time: 4:00 minutes
- ✓ Celestial Map: <http://www.kstrom.net/isk/stars/startabs.html#buttons>

Suggested Time Frame: 1 Class Period



Introduction:

- ✓ Students will form a talking circle around the medicine wheel. As far as school allows. The purpose of the talking circle is to create a safe environment for people to share their point of view with others. The process helps people gain a sense of trust in each other.
- ✓ During the talking circle students will be asked about the importance of the relationships among family, friends, and acquaintances discussed in Lessons #5 and #6. "Why is a good relationship important to you?" Have at least three students share their responses.
- ✓ In this lesson we are going to investigate another type of relationship. This relationship is our connectedness to the heavens, to the earth, and to the sacred sites. The Lakota people have always seen them as relatives – good relatives. And as with good relationships the Lakota people showed respect and honor to this connection.

Activity:

- ✓ Show the video "Lakota Star Knowledge" by Dr. Craig Howe
 - <https://www.youtube.com/watch?v=VyK1Oqoqcq8> Time: 4:00 minutes
- ✓ Ask the students:
 - Why did the Lakota people feel that the stars were related to them?
 - What happened on November 12-13, 1833 which was recorded on many Winter Counts?
 - The year the stars fell – Leonid Meteor Shower.
 - How did the Lakota people react to this event?
- ✓ When the Lakota people looked into the night sky, they saw the stars were "fixed" and formed images in the sky. These arrangements of the stars, called constellations, were given names.
- ✓ Divide the students into groups of three or four students. In their journals there will be a copy of the Lakota Star Map. Assign one constellation to each group.
 - Have the students explain why the group of stars were given that Lakota name.
 - Explain what the name means.
 - Is there a story behind the name or was the group of stars used for some other reason?
- ✓ After 15 minutes, reconvene the class and have individual students share their responses. At least three students should provide some feedback.

Guiding Questions:

- Do you believe that the stars were used to locate sacred places?
- Do you believe that the stars, sun, and moon were used to let people know when certain ceremonies should take place?
- When a Lakota child was born, it was believed that a star was assigned to them and it would follow them for the rest of their life. A falling star is an indication that someone has died. So what did the Lakota people think when they saw the meteor shower in 1833?
- ✓ If you have time, show the video, "Star Boy and the Seven Sisters" by Duane Hollow Horn Bear
 - <https://www.youtube.com/watch?v=uBOervlM4ag> Time: 5:22 minutes
- ✓ "What is in the stars is on earth and what is on earth is in the stars." The students should understand that the Lakota people believed that what was in the heavens was related to what was on earth. Not only did the Lakota people believe this, but many cultures around the world had this same belief.

Outcome:

- ✓ Student will be able to identify some constellations by Lakota names and stories.
- ✓ Students will be able to explain how the stars, moon, and sun are related to the Lakota people.
- ✓ Students will show how the Winter Count captured the relationship of the stars to each oyaate.



Lakota Vocabulary for Teacher Review

Waohola – respect

Ki Iyanka Ocanku – the sacred hoop

Tayamnipa – head of constellation “animal”

Tayamnitucuhu – animal’s ribs

Taymnicankaku – animal’s backbone

Tayamnisinte – animal’s tail

Mato Tipila – Bears lodge/tipi

Chanshasha Ipusye – standing for the pipe

Wicahpi Oyate – star nation

Unci Maka—Grandmother Earth



Numbers on the Star Map refer to stars and constellations. The red track -- Ki Inyanka Ochanku, the Sacred Hoop -- is traced by certain bright stars: the Pleiades (7 sisters), Rigel, Sirius, Castor-Pollux, Auriga B, Capella.

No.	Name	Astron. name	Represents
0	----	Aldebaran	First magnitude star lying in the bright Hyades cluster (Taurus) on backbone line to Pleiades (Animal's head)
1	Tayamnipa	Pleiades	Head of constellation "Animal" (perhaps Buffalo)--Harney Peak. Also known as Wincincala Sakowin (7 little girls)
2	Tayamnitucuhu	Betelgeuse	With Rigel, Animal's ribs
3	Tayamnicankahu	Orion's Belt	Animal's backbone
4	Tayamnitucuhu	Rigel	Animal's other rib, Hoop marker
5	Tayamnisinte	Sirius	Animal's tail, Hoop marker; Animal's name means "born of 3 relatives"
6	----	Procyon	A Hoop marker
7	Matotipila marker	Castor ("Twins")	Constellation is Bear's Tipi, aka Devil's Tower
8	Matotipila marker	Pollux ("Twins")	Mato Tipila and Hoop marker
9	Mato Tipila constellation	8 of the 12 stars in Gemini	Constellation is Bear Tipi, now Grey Buffalo Horn (aka Devil's Tower), place of solstice Sun Dance
10	----	Beta Aurigae	Hoop marker
11	----	Capella	Hoop north marker
12	Part of Chanshasha Ipusye	Triangulum	Part of Dried Willow constellation, Spring Equinox, Pipe ceremony
13	Part of Chanshasha Ipusye	Aries	Dried Willow, People are in the winter camps, Pipe Ceremony begins round of spring ceremonies
14	Chanshasha Ipusye	----	Standing for Pipe (red willow used in smoking); spring renewal ceremonies in Black Hills

