

Native Games Lesson Plan

Grade: 4		Subject: Social Studies	
Materials: • Small wooden objects (ex. Checkers pieces)		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) H.3_5.3 Describe the North Dakota Native American Essential Understandings. H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period. S1.E2.4 Jogging, running Runs for distance using a mature pattern.		Differentiation Below Proficiency: Student is unable to describe what games Native Americans played and why. Above Proficiency: Student can describe what games Native Americans played and why in great detail. Approaching/Emerging Proficiency: Student can describe what games Native Americans played and why with some detail. Modalities/Learning Preferences: - Kinesthetic - Auditory - Tactile	
Objective(s) Students will understand what games Native Americans played and why.			
Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be huddled close for background information, instructions, and blind voting. For the first game, students will be in a line, and will take a big breath while teacher counts to three. On three, they run. For the second game, students may find their own partners and will switch who's guessing after about 2 minutes.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be safe, respectful, and responsible. They will follow the directions for the games and participate in blind voting.	
Minutes	Procedures		
0	Set-up/Prep: Have small wooden or stone materials		
1	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “When the Native Americans lived here, did they go to school like you do?” (students say “no”) “They learned by watching their parents and the adults in the village, but also by playing games.”		
4	Explain: (concepts, procedures, vocabulary, etc.) It wasn't just the children who played games either, but the adults did, too. Why play games? <ul style="list-style-type: none"> • Ceremonial to the tribal gods, leisurely fun, education for children, competition between tribes • Two kinds: Chance (no matter how hard you try, you may not win) or skill (it practices a certain action) We're going to have a chance to play two different Native American games today. Afterward, we will vote on whether you think it was a game based on chance or skill.		
26	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <u>Running game:</u> Players line up at a starting line, take a deep breath, and run yelling loudly as far as they can on a single breath. The person who ran the farthest wins. Emphasize that it's not fun if people cheat, so just use one breath and stop right away when you can't scream anymore. -Students will line up with enough space between them to be able to flap arms like a chicken so that they have space to run. They will play about 3 rounds of this. <u>After:</u> Students huddle, and teacher asks students to look down and close their eyes for a blind vote. Teacher prompts whether it was a game based on skill or chance taking about the same amount of pause between each prompt to which the student votes by raising his or her hand. Students are asked to open their eyes, and the game is revealed as a skill game. Teacher asks what skills are practiced(why is it a skill game) or learned by playing this game and why it's important. (ex. Running good for hunting, war, to get to safety. Yelling good for getting help)		

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	<p>Hand game: An object (usually made of wood, bone, shell, or hide) is moved rapidly from hand to hand by a player, and the opposing player judges which hand holds the object.</p> <p>This can be played by people who don't speak the same language which is what the Native Americans did among members of different tribes and usually did so in competitions. Story of Kiowa chief: There is a winter count about a Kiowa chief who was challenged to the hand game by an Apache chief and there were valuable prizes at stake. The Kiowa chief won.</p> <p>-Students partner up and decide who is guessing first. They play for about 2 minutes and then it is called out for them to switch tasks. After each gets a turn at guessing and moving the object, they can pretend that they are opposing chiefs, and they can't speak each other's language. So, they can't speak, and their whole village is counting on them to win.</p> <p><u>After:</u> Students huddle, and teacher asks students to blind vote again about whether the hand game was based on skill or chance. Students are asked to open their eyes, and the game is revealed as a chance game. Teacher asks why it is a chance game and what could be gained by playing a game like this in competition with other tribes. (ex. Beads, tools, blankets, etc.) Discussion is facilitated</p>
4	<p>Review (wrap up and transition to next activity):</p> <p>"Everybody, what are the two different kinds of Native American games?" (students: Skill and chance)</p> <p>Turn and talk about Native Games and highlights from the overall day.</p> <p>Thanks for coming to Fort Lincoln with us!</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students answer questions prompted by the teacher and is sure to choose those who haven't answered yet.</p> <p>Blind voting to check understanding of chance and skill games</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will turn and talk about what they learned about Native American games and highlights from the day overall.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>All students participated, were engaged, and remained safe. I was able to tie this knowledge back to a question about Native American schooling brought up that morning at the Mandan Village from one of the students which helped to connect the day together. The students understood the rules well except cheating occurred with the running game even though I emphasized that there is no need to cheat. They also needed breaks to catch their breath in between running rounds which I didn't think about prior to giving the lesson although it still went smoothly for a few rounds. The students also did fairly well with the blind voting for their individual thinking about the game. The majority of students were able to vote rightly, but there were a couple who thought otherwise which was good for discussion. The hand game also went well in terms of engagement, rules, and the story. They loved pretending to be opposing chiefs and were completely silent as they continued to play the hand game. However, the checker's pieces I used were a bit too large for some of the student's fingers, so I would use something smaller should I ever do this lesson again.</p>	