

EDU 367 Group Proposal: The Three Affiliated Tribes

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Introduction

The purpose of our presentation is to educate participants on the lifestyles of the Three Affiliated Tribes: Mandan, Hidatsa, and Arikara. Recreation, craftsmanship, and agriculture will be the three main ways of life addressed in three different stations. We will expand upon these lifestyles in the three stations, based on each of the main areas. We have related parts of our project to social-justice teaching strategies explained in Sonia Nieto's (2013) textbook, *Finding Joy in teaching Students of Diverse Backgrounds*. Our goal for this project is to provide our peers studying education with ideas on how to incorporate Native American culture into their classroom while connecting to students and keeping them engaged.

Individual Roles

Lexi Selzler

I am in the Crafts and Skills group with Erica. We have planned a hands-on activity for our checklist, which incorporates the craft of quilting. I have conducted research about the crafting and skills artifacts included in our trunk in order to be ready to present our artifacts and activity during our presentation on Friday, December 1st. I will be in charge of the transitions during our presentation, and keeping track of time. I am completing the APA formatting on our proposal and will upload the final proposal to our Canvas group when we are all finished with our individual parts. Finally, I helped Haris edit the Word doc. rubric to better fit our presentation, and added the checklist and comments section at the bottom.

Erica Binegar

I am partnered with Lexi to create a presentation for the Crafts and Skills group. We have conducted research on the items from our trunk, especially the star quilt and decided to focus our station's activity on the quilt. We will pick up supplies on Tuesday and I will be in charge of

preparing the supplies so they are ready for our audience. I am also responsible for making signs to label our stations and bring in a bell to help our workshop rotations run more smoothly.

Finally, I am writing the take-away section for our group's proposal.

Haris Bosnjak

I am in the Agriculture group with Timothy and Molly. My group plans to have two parts to our workshop, one is to give some stories related to agriculture on the three-affiliated tribes, and the other is to relate this agricultural part of the tribes to the students (classmates and whoever else shows up in this case). I will also be taking care of adding a checklist and comment section for the rubric for students to mark after the workshop is done.

Timothy Miller

I am in the Agriculture group alongside Molly and Haris. We will have two parts to our section of the workshop, which will be a sharing session for the students and the other a historical bit on the role of agriculture in the affiliated tribes. Also, I will be leading the Q&A session at the end of the whole workshop, and help in any other places where needed.

Jackson Grad

I am a part of the group focused on recreation, along with Allison. I have found a substantial amount of information regarding the recreational activities in the three affiliated tribes. The main one of these being the game "Pasuckuakohowog", which is, in short, a large-scale, full-contact game of soccer, meant to represent a war. Allison and I will also shed light on Native American music. I am also in charge of giving a brief introduction/overview of our workshop before the class begins.

Molly Schweitzer

I will be opening our presentation/lesson with a reflective reading excerpt relating to the theme of our project. I am in the Agriculture group with Timothy and Haris. Our group will begin with a story based on the perspective of a Hidatsa woman from the early 1900s. Next, we will offer students a chance to share their experience of food within their own cultures. Nieto's emphasis on identity will be mentioned at the end of the exercise.

Allison Hoffman

I am in the recreation group with Jackson. I have researched information on recreation on the three affiliated tribes. We are planning on discussing the activities those in these tribes participated in on their free time. Our main focus will be on the ball included in our suitcase, which is played very similarly to soccer. However, we will also discuss music and doll-crafting as well. We will discuss the usage of this ball and play the game during our group time. I am also responsible for creating the lesson/unit plan for our lesson.

Workshop Agenda

Time	Activity	Details
0:00-0:07	Introduction	Molly will start off the workshop with a reflection story (Waheene-Hidatsa,) and then Jackson will follow with a segment about the background of the three affiliated tribes and how it relates to our workshop. From there the class will break up into groups based on a color prescribed to them at the beginning of the class and go to one of the three stations.
0:07-0:017	Rotation 1	During this period, each of the three groups will get to spend ten minutes at the station they went to. At the end of the ten minutes, they will get one minute to move to their next station.
0:18-0:28	Rotation 2	During this period, each of the three groups will get to spend ten minutes at the second station they went to. At the end of the ten minutes, they will get one minute to move to their final station.
0:29-0:39	Rotation 3	During this period, each of the three groups will get to spend

		ten minutes at the final station they went to. At the end of the ten minutes, everyone will return to their seats for their closing.
0:40-0:50	Closing	Once everyone has returned to their seats, the closing piece will begin with the Q&A. Timothy will facilitate the Q&A, although anyone can answer questions. During this time the class can finish up their rubrics, if they did not complete them earlier.

Group and Station Details

Crafts and Skills

We will briefly explain the significance of the different artifacts created by the Three Affiliated tribes which pertain to their crafts and skills (i.e., the star quilt, the horn spoon, etc.), and how they used them in their lives. We will then expand on the significance of the star quilt, going into detail on the meaning of the four sacred colors. Finally, each student will be able to complete the star quilt activity in which they create their own miniature quilt piece using the four sacred colors.

Agriculture

1. One of us will read this story based on a Hidatsa woman's life:

“A Hidatsa woman named Buffalo Bird Woman remembers being a young girl and going into the field with her grandmother to help tend the garden. She would have used a tool like this one (pass around **buffalo hoe**) made from the shoulder bone of a buffalo. ‘She was an industrious woman. Often, when my mothers were busy in the earth lodge, she would go out to work in the garden, taking me with her for company. A gardener had to be kind to her corn. Buffalo Bird Woman recalls, ‘We thought that the corn plants had souls, as children have souls. We cared for our corn in those days, as we would care for a child.’ (Pass around **corn**). As the snow began to melt, they welcomed the corn spirits back from the south with a dance and

ceremonies.” (Wilson, 2009).

2. Sit in circle and have everyone share their favorite Thanksgiving tradition.
3. Emphasize importance of identity in the classroom suggested by Nieto (p. 140).

Recreation

We will give each group of students information about the history of the game Pasuckuakohowog, played by the Three Affiliated Tribes. Then we plan to actually play the game with everyone in the group, which will provide both a visual and kinesthetic learning experience. We will also discuss the importance of music in their culture and have some of this music playing in the background while we play the game. Finally, we will also briefly discuss the fact that girls frequently made their own dolls and played with them for another form of recreation.

Artifacts

Introductory Reading

“I am an old woman now. The buffaloes and black-tail deer are gone, and our Indian ways are almost gone. Sometimes I find it hard to believe that I ever lived them. My little son grew up in the white man's school. He can read books, and he owns cattle and has a farm. He is a leader among our Hidatsa people, helping teach them to follow the white man's road. He is kind to me. We no longer live in an earth lodge, but in a house with chimneys, and my son's wife cooks by a shove. But for me, I cannot forget our old ways. Often in summer I rise at daybreak and steal out to the corn fields, and as I hoe the corn I sing to it, as we did when I was young. No one cares for our corn songs now. Sometimes in the evening I sit, looking out on the big Missouri. The sun sets, and dusk steals over the water. In the shadows I see again to see our Indian village, with smoke curling upward from the earth lodges, and in the river's roar I hear the

yells of the warriors, and the laughter of little children of old. It is but an old woman's dream. Then I see but shadows and hear only the roar of the river, and tears come into my eyes. Our Indian life, I know, is gone forever” (Wilson, 1981).

Evaluation Rubric

We have edited the Word doc. version of the rubric we received from Dr. Taylor so it better fits our presentation.

Checklist

The checklist will be on the backside of the rubric, and will include a checkbox for each group activity and a comments section for each group.

Lesson/Unit Plan

Please see the attached lesson plan.

Our Take Away

In Nieto’s (2013) text, she discusses the feelings of being unprepared many educators experience when it comes to teaching students of diverse backgrounds (p. 75). Researching, creating, and presenting these workshops will help our group members gain a better understanding of Native American backgrounds. Furthermore, viewing our classmates’ workshops will continue to deepen our understanding, which will benefit us greatly when teaching diverse students someday.

Throughout the text Nieto (2013) also touches on the idea that it is not what you are teaching, but whom. This is an excellent point because North Dakota has a large Native American population and many of us are bound to have multiple Native American students in our classrooms throughout our teaching careers. Knowing more about their backgrounds and

cultures will help us better connect to them, and potentially incorporate pieces of their culture into lesson plans. So to elaborate on Nieto's statement, by knowing *who* we are teaching, we may be able to alter and enhance *what* we are teaching.

Finally, Geoffrey Winikur, one of the teachers interviewed in the book, says he "feels comfortable discussing racial issues in class, even though they are usually frowned on in other classrooms" (Nieto, 2013, p. 110). As previously mentioned, we are gaining a deeper understanding of Native American culture by researching, creating, and participating in these workshops. Sharing our information with classmates will help us feel comfortable teaching this subject matter, and learning more about Native Americans' ways of life prepares us to be more willing to address these issues openly, much like Geoffrey Winikur does in his classroom.

References

Nieto, Sonia (2013). *Finding Joy in Teaching Students of Diverse Backgrounds*; Portsmouth, NH: Heinemann.

Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask*. Saint Paul, MN: Borealis Books.

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