

ABSTRACT
Traditional Native Games Along the Lewis and Clark Trail
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This unit is comprised of four learning episodes varying in duration from one to two 50-minute lessons. They span the history of the Plains Indian people and examine ideas, values, and historical and contemporary perspectives that are directly tied to students' daily lives and experiences. The units are interdisciplinary and cover topics such as history, art, music, archaeology, ethnography, literature, and oration. Each lesson is designed to reach James Bank's social action level, the highest level of multicultural integration, so that students can apply their understanding to real world situations in ways that have a significant and lasting impact. The lessons rely heavily upon classroom discussion and interaction (see information on discussions below) and seek to establish a collaborative environment that gives students voice and agency as well as an opportunity to acquire a sense of dedication to and within a learning community.

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Introduction:

Since time immemorial, First Nations peoples across the North American continent have played a wide variety of competitive games for a multitude of reasons. Yet nowhere was the spirit of competition and play more prominent and beloved than on the Great Northern Plains. During the time of the Lewis and Clark Expedition, competition was the lifeblood of the warrior culture that dominated the region. War parties of young men sought to achieve battle honors and glory by challenging warriors from competing tribes and besting them in close physical confrontations. This iconic form of "warfare" took place during the horse era, when agile riders maneuvered their horses with their legs and used their hands and arms to strike the enemy combatant. Plains Indians understood that this symbolic and mostly non-violent gesture, known as "counting coups" to the French interpreters, was the greatest and most impressive achievement by a warrior in battle. Counting coups is not as much about deathly confrontation as it is about thrilling competition. Risking life and limb to touch the enemy with either a hand, bow, or wooden stick served as the motivation in the magnificently executed and dangerous game. Shooting an enemy from afar in battle or killing him without his knowledge was not considered honorable in this competitive oral tradition. While the warrior spirit was what captivated the nation and world, but this particular game was a dangerous and well-publicized one among many. Games and competitive culture have always flourished among the Northern Plains tribal nations whose homeland is located along the Lewis and Clark Trail. The traditional games along the Trail are rich and diverse and emphasize a variety of elements, including physical wellness, mental resilience, emotional health, spiritual wealth, and respectful humility as a teammate. Each tribal nation engaged in dozens of different games, and this curriculum will focus on only a few of the most widely known games played along the Lewis and Clark Trail.

This curriculum is wide ranging in its overall design, providing lessons about Native games for students in grades K–12. The lessons are grouped into three learning levels: early childhood, intermediate, and high school. Each level provides two separate games for students to play, reflect upon, and write about. Two additional lessons provide history and context about Northern Plains tribal athletes and teams and their shared culture of excellence in competition. Overall, the lessons are largely meant to inform, enrich, and inspire students to learn more about themselves and their communities by engaging in competitive Native games with their peers. Through the unique cultural lens associated with games, students will discover the long and rich heritage of excellence in competition fostered by tribal cultures along the Trail.

CURRICULUM DESIGN APPROACH

The Honoring Tribal Legacies curriculum follows a place-based multiliteracies design approach. This type of framework incorporates learning about “place” using physical and cognitive activities that focus on our visual, auditory, tactile, spatial, smell/taste, movement/gestural, linguistic, and spiritual abilities. Learning episodes provide a variety of learning experiences including community discussions, journal writing, creative arts pieces, presentations, video and audio files, and other activities designed to engage students on a more than perfunctory level.

HONORING TRIBAL LEGACIES STANDARDS

The lessons contained in this curriculum encourage respect, appreciation, and enjoyment of the diverse tribal cultures and traditions along the Lewis and Clark Trail. The overall Honoring Tribal Legacies curriculum project promotes environmental stewardship and a sense of service achieved through acknowledgement of the interconnectedness of humanity in historical, cultural, scientific, and spiritual contexts.

COMMON CORE STATE STANDARDS FOR THE CURRICULUM

Reading Standards for Literacy in History/Social Studies 6-12

CCSS Literacy RH 10-1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS Literacy RH 10-2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

CCSS Literacy RH 10-3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS Literacy RH 10-4

Determine the meaning of words and phrases as they are used in text, including vocabulary describing political, social, or economic aspects of history/social studies.

CCSS Literacy RH 10-6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS Literacy RH 10-9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

CCSS Literacy WHST 10 – 2a,b,d,e,f

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical procedures.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows form and supports the information or explanation presented.

CCSS Literacy WHST 10-4

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

CCSS Literacy WHST 10-5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS Literacy WHST 10-6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS Literacy WHST 10-7

Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple source on the subject, demonstrating understanding of the subject under investigation.

CCSS Literacy WHST 10-8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS Literacy WHST 10-9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS Literacy WHST 10-1 a,c,d,e

Write arguments focused on discipline-specific content.

- a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide concluding statement or section that follow from or supports the argument presented.

Speaking and Listening Standards 6-12**CCSS Literacy SL 10-1d**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Reading Standards for Literacy in Science and Technical Subjects 6-12

CCSS Literacy RST 10-2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS Literacy RST 10-5

Analyze the structure of the relationships among concepts in the text, including relationships among key terms (awareness, balance, and choice)

CCSS Literacy RST 10-6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS Literacy RST 10-9

Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.

CURRICULUM EXPRESSIONS

Enduring Understandings:

Students will understand that...

- Competition and competitive games have been an essential aspect of cultural life for First Nations people throughout North America.
- Northern Plains tribal communities viewed warfare as a form of competitive challenge, and therefore recognized the "counting of coups" when a warrior bests his opponent and both individuals live to retell the story.
- Traditional games are abundant in tribal communities along the Lewis and Clark Trail, and many continue to be played in the 21st century.
- Health and wellness are essential aspects of Native games.
- Tribes along the Lewis and Clark Trail trained boys from an early age to become physically, mentally, emotionally, and spiritually resilient.
- An all-Indian girls team became world champions in basketball in 1904 at the St. Louis World's Fair. The Ft. Shaw Boarding School girls' basketball team went undefeated at the St. Louis World's Fair.
- Native American athletes won gold medals in the Olympics in the 20th century, including decathlon champion Jim Thorpe and 10,000-meter champion Billy Mills.
- Contemporary tribal communities value athletic competition, but most Native games are not officially sanctioned by any state athletic associations.
- Montana tribal communities have enjoyed unparalleled success in basketball and running.
- Most traditional Native American games were viewed holistically by the community; success was as dependent upon the spiritual qualities of individuals as on their physical prowess.
- Games like the Stick Game or Hand Game are viewed as games of intuitive ability, not as "guessing games."

- Most traditional field games required a substantial amount of running, savvy teamwork, throwing, and catching.
- Traditional games are still played and celebrated by contemporary tribes along the Lewis and Clark Trail and elsewhere.
- Some traditional Native American games, like lacrosse, are played by people throughout the nation.
- Knowledge of cultural, environmental, political, social, and economic factors affects how we make sense of a place.
- Northern Plains people's use of sign language relates to their unique landscape, which is highly visible and widely shared by over a dozen different tribes and language groups.

Essential Questions: Aligned with Trail/Tribal Themes

- What games did tribes along the L & C Trail play?
- How did tribal communities perceive the importance and significance of games and competition?
- Are traditional games still played today along the L & C Trail?
- What games have tribal communities embraced in contemporary society?
- How did tribal games reflect and embody the tribal communities?
- Have tribal communities had success in athletic competition in the 20th and 21st century?
- How did tribal people prepare for games and competition?
- What were the key aspects of ancient life on the Northern Plains that allowed tribal people to thrive throughout the year?
- How did the unique qualities of the Northern Plains influence the tribal cultures of history?
- What are the advantages of being able to play multiple games, beyond just being able to engage with someone from a different cultural background?
- What does retaining traditional games mean for Native peoples living today?
- What does it mean for all of us if a Native American games are lost?

Honoring Tribal Legacies Along the Lewis and Clark Trail Essential Questions for Further Research and Discussion

Traces of the Past Observed Today – What life was like before Lewis & Clark?

- How does the concept of “since time immemorial” relate to the world in the past, present, and future?
- What are the creation stories of this place? How are these stories pertinent to understanding the world today?
- What are the ancestral sites and scope of territory of American Indian tribes who have inhabited this place?
- How have relationships between people and the natural and built environment of this place been viewed?
- How have American Indian peoples traditionally:
 - named, described and interpreted this place?
 - interacted with and contributed to the natural environment of this place?
 - built relationships and communicated with each other in this place?
 - created and organized a built environment in this place?
 - transported themselves and goods through this place?
- Why did other groups of people come to this place?

Encountering Indigenous Peoples – What happened during the Lewis & Clark journey?

- What political, economic, social, environmental, and cultural conditions led to Lewis and Clark visiting this place?
- How did members of the Lewis and Clark expedition describe and interpret this place?
- How have the perspectives of the Lewis and Clark expedition been passed on through time?
- How did American Indian peoples describe encounters with members of the Lewis and Clark expedition?
- How did tribal peoples contribute to the Lewis and Clark expedition in this place?
- How have tribal perspectives of the Lewis and Clark expedition been passed on through time?
- Why did various groups of people come to this place?
- What political changes have occurred in this place?
- What changes in lifeways, social interaction, and communication among peoples have occurred in this place?
- What changes in the traditional cultures and languages have occurred in this place?
- What economic changes have occurred in this place?
- How has the health and wellbeing of tribal peoples been affected?
- Why was the Lewis and Clark National Historic Trail established?
- How did the Bicentennial commemoration affect relationships between tribes and other stakeholder groups?
- What lessons can be learned from the Bicentennial commemoration?
- What purposes are served by the Trail today to honor tribal legacies?
- How is understanding of the Trail enhanced through contemporary tribal cultures, languages, cultural landscapes, place names, sacred sites, and communities?
- What cultural resources are in danger of being lost?
- What conditions and trends pose threats to cultural resources?
- What cultural attributes of this place should be protected and restored?
- What does the future hold for this place?
- How might tribal cultures, languages, cultural landscapes, place names, sacred sites, and communities of this place be preserved and sustained?
- How might the natural environment of this place be preserved and sustained?
- How can tribal peoples draw upon the perspectives of their ancestors to forge their future?
- How can tribal peoples and other stakeholder groups work together to forge their future?

CLASSROOM DISCUSSION GUIDANCE

The lessons rely upon classroom discussion, and the many questions listed are intended to engage students in active reflection on the topics presented. While teachers may employ many facilitating activities for discussion, including small-group discussions, whole-class discussions, and pair shares, along with different discussion recording methods like word webs, post-it lists, graphic organizers, picture notes, etc., the end goal is to get students talking to each other on a more-than-superficial level that engenders positive classroom communities through caring relationships.

Many teachers note that it is difficult to get some students to engage in discussion. Often, it seems like one or two students will be the most active participants in a discussion which then allows some students to just sit back and tune out. This situation requires being both creative and informed, and also thinking about the many ways to structure discussion so that everyone participates while recognizing that what can work varies by class and by student. With that said, understanding at a deeper level why some students participate and some do not is also important.

Plains Indian Game Traditions Along the Lewis and Clark Trail



Shinny stick and sewed ball, used for a universal game played in the Northern Plains

Learning Episode 1

Lesson Topic: Pebble in Hand

Grade Band: K–4

Length of lesson: 50 minutes

Desired Results	
Big Ideas: Games that test an individual's intuitive ability are played by all of the tribes located along the Lewis and Clark Trail.	Essential Question(s): What types of skill games did Native peoples along the Lewis and Clark Trail play?
Enduring Understandings: Guessing games of chance, like the Rock in Fist, are games that measure intuitive ability.	Place-based considerations The Northern Plains is famous for the "Hand game", or "Stick game", which is sometimes considered a game of chance.
Suggested Formative Assessment of Learning Outcomes:	Culminating Performance Assessment of Learning Outcomes:

<p>The class can create a K/W/H/L chart to prepare for reading the passages. A K/W/H/L chart identifies what the class knows already about the topic of the games of Native American tribes along the Lewis and Clark Trail.</p>	<p>Students play Rock in Fist game and participate in a classroom tournament to determine the Rock in Fist class champion.</p>
<p>Honoring Tribal Legacies is a journey of healing. Games and playing are essential aspects of a healthy personal and community life. Friendly and healthy competition can be thrilling, inspiring, and healing to both the competitors and spectators. The joy of bringing out the best in one another, through competition or otherwise, is something to be treasured and is a source of inspiration and healing.</p>	
<p style="text-align: center;">Learning Map</p>	
<p><i>Background:</i> This lesson begins with the instructor facilitating the creation of a K/W/H/L chart. The K/W/H/L chart can be created easily on a dry erase board, and students can then record the chart on their own paper. The class will drive the process by providing questions for research. After the introduction of the K/W/H/L chart, students will form small groups of four and read the essay written about the tribal culture of the Northern Plains before Lewis and Clark. After the completion of the reading, the teacher will help complete the classroom K/W/H/L chart and then ask the student groups to complete the Concept Map handout.</p> <p><i>Entry Question(s):</i> What do we already know about the Northern Plains tribes? What would we like to learn about the tribal people of the Northern Plains?</p> <p><i>Materials:</i> Written materials provided by the teacher; a personal K/W/H/L chart on a paper; an example of a concept map so that students can create their own version using their K/W/H/L charts; and games of tribal nations in America.</p> <p>Each tribal nation engaged in dozens of different games, and this curriculum will focus on only a few of the most widely known games played along the Lewis and Clark Trail.</p>	

KWHL Chart - 21st Century Style



W



L

Traditional Games

Grade 1 Pebble in Hand

Grade 1 Pebble in Hand

The Hand Game and Stick Game are widely popular across the Great Plains and are still played frequently throughout the year both on and off reservation communities. Only two categories exist for adult competition in many tribal communities: junior competition, involving ages 18–30, and senior competition, for ages 31 and over.

This Pebble in Hand game for young children is a beginner's version of the Stick Game played by adults throughout Indian Country. This game has several variations but, depending on the preference of the teacher and the number of students playing, there can be teams of three or four people. The game is played with the teams sitting on the floor in two rows, facing each other, with a small pebble and five sticks sitting between them. The object of the game is for one team to collect all five sticks. A team collects a stick during a process of hiding, and this is followed by guessing which fist of a hider actually holds the rock. Teams can take turns hiding and guessing among their players during the game, but to acquire a stick, a team must trick an opposing player into guessing that an empty fist holds a rock within it. For the other team to score a stick, they must first guess correctly which hand the pebble is held in, and then they are able to take possession of the pebble and hide it themselves. During the

hiding process, a player hides his hands from plain view of the guesser, usually moving them behind their back and placing the pebble into one hand before bringing both fists to the front and providing the guessing team an opportunity to choose which hand they believe the rock is being held in.

Author: Shane Doyle

Lesson Topic: Addition: Blackfeet Make the Stick Jump Game

Grade level: K-4

Length of lesson: 30-50 minutes

Stage 1 – Desired Results	
Content Standard(s):	
Understanding (s)/goals Students will understand: The process of adding multiple single- or double-digit numbers to obtain a score.	Essential Question(s): <ul style="list-style-type: none"> How do games improve our physical, mental, and intellectual acuity? Are there things you would like to be better at? If there are, is it possible to create a game to practice these skills that makes practice and learning more engaging?
Student objectives (outcomes): Students will be able to: Add single- or double-digit numbers to obtain a score for the game. Students will be able to play Make the Stick Jump as independent and team players. Record number scores accurately and with good number formation. Explain the skills that are practiced within this game and evaluate their own level of engagement and improvement.	
Stage 2 – Assessment Evidence	
Performance Task(s): Decorate sticks for identification. Discussion of the improvements gained by participation in games. Complete two or more rounds of the game, recording accurate scores for each player on the attached worksheet. Accurately calculate round and game totals to determine the high round and game scores.	Other Evidence: <ul style="list-style-type: none"> Students can converse with their peers and contribute informed perspectives on the benefits of engaging in game play. Students play the game outside of class on the playground or at home and appreciate the skills practiced through the game. Students create their own games to practice skills that are important to them.

Stage 3 – Learning Plan

Background:

Make the Stick Jump is a traditional Blackfeet boys' game that emphasizes throwing accuracy. Each boy decorates a 6" to 8" stick with designs and/or feathers so as to recognize his stick among others. At different distances from a line the boys would place their stakes on or in the ground. Points were given for each stick, with the closest stick receiving the smallest score and the farthest stick receiving the largest score. Standing behind the line, each boy would throw a set number of stones (one at a time) at the sticks. If a rock struck a stick, it would make the stick "jump" and a set number of points would be awarded.

Learning Activities:

1. Introduce the above game to students. Allow students time to decorate sticks (sticks could be popsicle sticks, sticks collected from outdoors, or wooden dowels cut to appropriate lengths). While students are engaged in creating the sticks, ask table groups of students to discuss the following questions: How do games improve our physical, mental, and intellectual acuity? Are there things you would like to improve? If there are, is it possible to create a game to practice these skills that makes practice and learning more engaging?
2. Place students in small teams to allow each student to play at least two rounds of the game. While each student is playing, the other team members should be recording the player's points for each stone thrown. At the conclusion of each player's turn, students should add the scores for a total score. (The worksheet provided below allows each team member to throw five stones and allows for teams of four members or less. Students may use this worksheet to keep record or use other methods.)

Materials Needed:

One stick per student – these can be popsicle sticks, cut branch segments of similar size, or dowels cut to similar sizes, and are 4" to 5" is average.

Decorating materials: feathers, markers, string, beads, other found objects, etc.

Copies of the score worksheet are included below for each student.

Differentiation:

Make this lesson more or less challenging depending on age and ability by choosing appropriate number values for each stick on the team. For older or more advanced students, sticks should have double-digit scores. For younger students or struggling learners, sticks can have single-digit values. Sticks can also be set at greater distances for older or more advanced students. Sticks set at shorter distances can allow younger or struggling students to have success with this game. To develop extensions of this lesson, teachers may create word problems around game score. For example, stop a team in the middle of their play and ask a question such as the following: Fred has 17 points at the end of his round. Jason wants to beat Fred. He has one stone left to toss and a current score of 12. How many points does he need on his last throw in order to beat Fred?

Make the Stick Jump Score Sheet

Name: _____

<p>Round 1</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>	<p>Round 2</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>
<p>Round 1 Total + Round 2 Total = Total Game Score</p> <p>_____ + _____ = _____</p>	

<p>Round 1</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>	<p>Round 2</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>
<p>Round 1 Total + Round 2 Total = Total Game Score</p> <p>_____ + _____ = _____</p>	

<p>Round 1</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>	<p>Round 2</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>
<p>Round 1 Total + Round 2 Total = Total Game Score</p> <p>_____ + _____ = _____</p>	

<p>Round 1</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>	<p>Round 2</p> <p>Player's Name: _____</p> <p>Stone #1: _____ points</p> <p>Stone #2: _____ points</p> <p>Stone #3: _____ points</p>
<p>Round 1 Total + Round 2 Total = Total Game Score</p> <p>_____ + _____ = _____</p>	

The player with the highest round score was: _____

The player with the highest game score was: _____

Lesson 2 – Becoming a Champion in Indian Country

Learning Episode 2

Lesson Topic: Native Games for Adolescents: Double-ball and Hand Game

Grade Band: Grades 5-8

Length of lesson: 60-90 minutes

Desired Results	
<p>Big Ideas: First Nations people along the Lewis and Clark Trail played two types of traditional games: Guessing games of chance that were played sitting down inside, and physical contests that included running, throwing, and catching outside.</p> <p>Enduring Understandings: Native cultures along the Lewis and Clark Trail and throughout the continent believed that guessing games and physical contests were not simply games of chance and skill, they were competitions to measure a person's overall ability, including their intuitive skill and spiritual power.</p>	<p>Essential Question(s): What types of traditional games did First Nations communities along the Lewis and Clark Trail play throughout the year? How were traditional games played and what types of skills were required to master them? How did traditional games build skills for a successful life?</p> <p>Place-based considerations The Northern Plains are an area of great movement, where all the tribes moved in a seasonal cycle, trading and interacting with one another throughout the year. The people traded and competed at these games, and therefore they were widespread and shared by many tribes.</p>
<p>Honoring Tribal Legacies is a journey of healing. Playing games, like playing music or participating in a ceremony, provides an opportunity for individuals, teams, and communities to be healed and strengthened. Overcoming physical, mental, emotional, social, and spiritual limitations is one of the goals of tribal competitions, therefore the games themselves are a multi-faceted exercise in holistic health.</p>	
<p>Student objectives (outcomes): Students will learn and play at least one of the Native games outlined in the lesson. Students will write about the skills that are needed to succeed at the games.</p>	<p>Essential Question(s): What can we learn from playing traditional Native games? What could Lewis and Clark have learned from playing Native games?</p>
Assessment Evidence	
<p>Suggested Formative Assessment of Learning Outcomes: Students engage in a classroom K/W/H/L discussion to decide as a group what they know, what they want to learn, how they will learn it, and finally what they will discover in their research process.</p>	<p>Culminating Performance Assessment of Learning Outcomes: Students play the games and display a good-natured spirit of competition. Respecting yourself, your opponent, and the game itself are important values in Native games along the Lewis and Clark Trail.</p>
Double-ball materials: Double ball and 8 to 10 sticks for players	

Overt Instruction:

1. Students will read about the Double-ball Game and watch the video of the students playing double ball before playing the game themselves.
<https://www.bing.com/videos/search?q=double+ball+native+american+game&&view=detail&mid=6BBD3E358D9218C9BC3B6BBD3E358D9218C9BC3B&&FORM=VRDGAR>
2. Students will have a discussion following the game to talk about the skills and talents required to be a good double-ball player.

Learning Map

Author: Shane Doyle

Lesson Topic: Probability: The First Nations Stick Game

Grade level: 5-8

Length of lesson: 50 minutes + or – time for video

Stage 1 – Desired Results

Content Standard(s):

Understanding(s)/goals

Students will understand:
How probabilities are calculated;
the definition of “intuition”; and
the importance Native peoples place on
the skill of intuition.

Essential Question(s):

- What is intuition?
- Do you think intuition is an important skill to be developed or is choosing correctly in life more of a game of chance?
- Do you think your intuition played a role in doing well in this game? Why or why not?
- How might we use intuition in our own personal daily lives?

Student objectives (outcomes):

Students will be able to:
Play the Stick Game with respect and fun.
Consider the value Native peoples place on the skill of intuition.
Consider the role intuition may play in their personal lives and choices.

Stage 2 – Assessment Evidence

Performance Task(s):

Successfully play multiple and varied rounds of the Blackfeet Stick Game.
Engage in a thoughtful discussion of intuition and its role in life.

Other Evidence:

- Students will begin to calculate probabilities in other scenarios in life.
- Students will play this game at home or on the playground with new groups of players.

Stage 3 – Learning Plan

Background:

In all traditional games, it is understood that the use of medicine is a natural element of the competition. Medicine is the word used to translate the First Nations term for spiritual power, which can manifest itself in any game, event, or crisis. Tribal communities

throughout the Lewis and Clark Trail have a common worldview that all people share this elemental force, something like “spiritual capital”, that can be utilized to influence processes and outcomes.

The popular traditional game known as Stick Game, Hand Game, or Bone Game is played by over 80 tribes across the continent, but it is most popular in the northwest along the Lewis and Clark Trail. The game has been played for thousands of years and is still extremely popular and played frequently. Most tribal communities along the Lewis and Clark Trail continue to host annual Stick Game tournaments where tens of thousands of dollars are wagered and won by both championship teams and fortunate gamblers. Watching the video of the Stick Game in Arlee will provide students with a visual and audio lesson in how the game is played. Students can gather their own materials for the game in a humble way and also learn the songs to sing while playing the game.

YouTube Video illustrating hand games and youth involvement:

<https://vimeo.com/4348011>

Learning Activities:

1. If materials for the Stick Game are not present, students can gather them by using popsicle sticks or wooden dowels, or by going outside to collect sticks of similar length and rocks for hiding.
2. Students will break into small groups of three to four and read the Lewis and Clark journal entries that mention the Stick Game. Each group will start its own K/W/H/L chart on traditional games.
3. The whole class reconvenes after 10-15 minutes to share what they have written and added to a larger classroom K/W/H/L chart. The entire class watches the Stick Game video.
4. Students go back to their small groups. The groups are now Stick Game teams and will play each other for 30 minutes in class, mainly focusing on learning to play the game.
5. After students have played the game, introduce a discussion about the concept of intuition. What is intuition? Do you think intuition is an important skill to be developed or is choosing correctly in life more of a game of chance? Do you think your intuition played a role in doing well in this game? Why or why not? How might we use intuition in our own personal daily lives?

Materials Needed:

Eleven popsicle sticks, wooden dowels, or twigs/branches, and also a small rock to hide in the hand. Drums and drumsticks are optional.

Differentiated Instruction: If you choose to watch the Hand Game video, advanced students could also calculate the probabilities involved in these games. Students struggling with the concept of probability may benefit by beginning with a small number of sticks and working up as the concept begins to solidify.

Probabilities Record Sheet

For each game select the number of unmarked and marked sticks you choose to play with. Calculate the probability of choosing a marked stick and then record how the game actually goes. Try a different scenario for each game you play.

Game 1

Number of unmarked sticks = _____

Number of marked sticks = _____

Probability that a marked stick will be drawn =

_____ (as a fraction) or _____ (as a percent)

Actual number of unmarked sticks drawn before a marked stick is drawn = _____

Lesson 3 – Traditional Games for High School Students

Learning Episode 3

Lesson Topic: Traditional Games for High School

Grade Band: Grades 9-12

Length of lesson: Two 50-minute periods

Desired Results	
<p>Big Ideas: Most traditional games along the Lewis and Clark Trail were tailored for the season. Hand Games were played indoors in the winter, while double ball and Shinny were usually played outdoors in fair weather.</p> <p>Enduring Understandings: Native peoples along the Lewis and Clark Trail have always enjoyed competition and continue to engage in games in the 21st century.</p>	<p>Essential Question(s): What traditional games were played by Native peoples along the Lewis and Clark Trail? Are Native games still played in tribal communities? How can we learn to play Native games in schools?</p> <p>Place-based considerations: The Lewis and Clark Trail is a very large region, but all communities along the trail experience the four seasons and have games that fit for each season.</p>
<p>Honoring Tribal Legacies is a journey of healing. Playing tribal games is a journey of healing because it revives the lifeblood and spirit of a competition that once dominated the Lewis and Clark Trail. Sustaining, celebrating, and reviving traditions that bring communities together is a healing endeavor and leaves our hearts and minds happier and healthier.</p>	
Assessment Evidence	
Suggested Formative Assessment of Learning Outcomes:	Culminating Performance Assessment of Learning Outcomes:
Learning Map	
<p><i>Background</i> <i>Entry Question(s)</i> Depending on the season, which traditional Native game should we play today?</p> <p><i>Materials:</i> Shinny ball, 12 to 14 hockey/shinny sticks for players 11 sticks for Hand Game and a rock for hiding</p> <p><i>Learning Modalities:</i> Auditory, visual, kinesthetic, tactile</p> <p><i>Situated Practice:</i> Students watch a video about Shinny before they set up the field and play the game themselves. https://www.bing.com/videos/search?q=native+american+shinny+game&&view=detail&mid=1AE9A057AA6E63D259FC1AE9A057AA6E63D259FC&&FORM=VRDGAR Students can acquire the game pieces themselves through gathering them outdoors.</p>	

If the weather is not optimal for Shinny, students can play Stick Game instead.

Overt Instruction:

Students read the quotes from the Lewis and Clark journal about the games the Corps of Discovery encountered.

<https://lewisandclarkjournals.unl.edu/item/lc.jrn.1806-02-02#lc.jrn.1806-02-02.01>

[Ordway]

Sunday 20th of April 1806. a clear cold morning. Capt. Lewis went to tradeing for horses &C. Several of our men went out to hunt their horses but could not find all of them we expect the Indians loosed their Spanil ¹²¹ and took them away expecting a reward to git them again. So we hired the Indians to hunt them. found all except one who the man we bought him of Gambled him away with Some of an other nation & they had taken him away. all the Indians we have Seen play a game & risque all the property they have at different games. the game ¹²³ that these Savages play is by setting in a circle & have a Small Smooth bone in their hands & Sing crossing their hands to fix it in a hidden manner from the other Side who gass the hand that has it in then counts one a Stick Stuck in the ground for tallies & So on untill one Side or the other wins the propertey Stacked up. this game is played with activity, and they appear merry & peaceable. Capt. Lewis took the property from the man that gambled away our horse. we Sold old Robes Elk Skins &C. &C. for white beeds. these Savages have but little pounded Salmon in their village as they trade it to Several other nations &C. the Indians would not give us any thing worth mentioning for our canoes So we Split & burnt one of them this evening. we tyed up our horses &C. we bought 2 more dogs & Some chappalell &c

February 2, 1806

[Lewis]

Sunday February 2cd 1806.

Not any occurrence today worthy of notice; but all are pleased, that one month of the time which binds us to Fort Clatsop and which seperates us from our friends has

now elapsed. one of the games of amusement and wrisk of the Indians of this neighbourhood like that of the Sosones consits in hiding in the hand some small article about the size of a bean; this they throw from one hand to the other with great dexterity accompanying their operations with a particular song which seems to have been addapted to the game; when the individual who holds the peice has amused himself sufficiently by exchanging it from one hand to the other, he hold out his hands for his compettitors to guess which hand contains the peice; if they hit on the ha[n]d which contains the peice they win the wager otherwise loose. the individual who holds the peice is a kind of banker and plays for the time being against all the others in the room; when he has lost all the property which he has to venture, or thinks proper at any time, he transfers the peice to some other who then also becoms banker. The Sosone and Minnetares &c have a game of a singular kind but those divide themselves in two parties and play for a common wager to which each individual contributes to form the stock of his party. one of them holdes the peice and some one of the opposite party gesses which hand contains if he hits on the ha[n]d which contains it the peice is tranferred to the opposite party and the victor counts one, if he misses the party still retain the peice and score one but the individual transfers the peice to some other of his own party; the game is set to any number they think proper, and like the naives of this quarter they always accompany their operations with a particular song. the natives here have also another game which consists in bowling some small round peices about the size of Baggammon men, between two small upright sticks placed a few inches asunder, but the principals of the game I have not learn not understanding their language sufficiently to obtain an explanation. their boys amuse themselves with their bows and arrows as those do of every Indian nation with which I am acquainted. these people are excessively fond of their games of risk and bet freely every species of property of which they are possessed. They have a smal dog which the[y] make usefull only in hunting the Elk. ¹¹¹

[Clark]

Sunday February 2nd 1806

Not any accurrence to day worthy of notice; but all are pleased, that one month of the time which binds us to fort Clatsop, and which Seperates us from our friends, has now alapsed.

The games of amusements of the natives of this neighbourhood are Several, one of which is verry similar to one which the Sosone's & Minatare's are verry fond of and frequently play. they devide themselves into two parties and play for a common wager to which each individual Contributes to form the Stock of his party, one of them holdes the piece which is usually about the Size of a Bean, and Some one of the oposit party gesses which hand Contains, if he hits on the hand which Contains it, the piece is transfired to the opposit party and the victor Counts one, if he misses the party Still retains the piece and scores one, but the individual transfirs the piece to Some one of

his own party; the game is Set to any number they think proper. they always accompany their operations with a particular Song. The amusements of the boys of all nations which I am acquainted with are generally the Bows and arrows.

All nations of Indians with which I am acquainted are excessive fond of their games of risk, and bet away Species of property of which they are possessed.

The natives of this neighbourhood have a Small Dog which they make usefull only in hunting Elk.

Learning Episode 4

Lesson Topic: Native American Olympians and Champions

Grade Band: Grades 9-12

Length of lesson: Two 50-minute periods

Desired Results	
<p>Big Ideas: Native American communities along the Lewis and Clark Trail have been home to several world champions in many athletic competitions, including basketball, the pentathlon, decathlon, and 10,000-meter race.</p> <p>Enduring Understandings: Native American communities produce talented and high-achieving athletes. Tribal athletes have had their greatest success in running-based sports like cross-country and basketball.</p>	<p>Essential Question(s): How did the Native American world champions become so skilled and accomplished?</p> <p>Place-Based Considerations: Champion Native American athletes from the Northern Plains excelled in sports that closely resembled the type of traditional games that tribal athletes played in their home communities.</p>
Assessment Evidence	
<p>Suggested Formative Assessment of Learning Outcomes: Students complete comprehension assessment form after reading articles about Olympic and Montana state champions. Discussion groups are utilized to complete the comprehension assessments so that the work is group-focused.</p>	<p>Culminating Performance Assessment of Learning Outcomes: Students have an informed discussion about Native American athletes and their successes in American history.</p>
Learning Map	
<p><i>Entry Question(s):</i> Today and tomorrow we are going to read some articles about some championship-level Native American athletes and teams. What can we learn from their stories and how can we make meaning from their experiences?</p> <p><i>Materials:</i> Ft. Shaw Indian Girls World Champions of 1904 http://montanawomenshistory.org/champions/</p> <p>Jim Thorpe Olympic Decathlon and Pentathlon Gold Medalist https://www.biography.com/people/jim-thorpe-9507017</p> <p>Billy Mills Olympic 10,000-meter Gold Medalist http://indianyouth.org/billy-mills</p> <p>Contemporary New York Times Article about Montana High School Reservation Champions https://www.nytimes.com/2018/04/04/magazine/arlee-warriors-montana-basketball-flathead-indian-reservation.html</p>	

Learning Modalities:

Auditory, visual, kinesthetic, tactile

Day 1

Situated Practice:

Overt Instruction:

Day 2

Critical Framing:

Transformed Practice:

Differentiated instruction for advanced and struggling learners: