FOUR DIRECTIONS

Students begin this unit by learning about Susula, a donkey that has such a good sense of direction that he is able to find his way home when danger strikes. Students learn about the significance of the Four Directions for the Lakota, then learn about the parts of a map. They learn about the history and location of important South Dakota geographical and political features, the United States, and different kinds of maps. The unit culminates with a computer-based activity in which students learn about where different Indian nations are located in the United States.

Length: 19 Days

Standards:

- **Students are able to locate major South Dakota geographical and political features.** SD Examples: Locate the Missouri River. Locate the Black Hills and Badlands. Locate other important cities like Pierre, Sioux Falls, Rapid City, your hometown, and your county seat. **(4.G.1.2.)**
- **Students are able to locate major United States political features.** SD Examples: Locate 50 states and their capitals. Locate Washington D.C. Recognize that longitude and latitude constitute a map grid used in absolute locations. Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, migration/movement patterns, and population maps. **(4.G.1.3.)**

Objectives:

- Day 1: "Susula the Donkey"
- Day 2: What are the parts of a map? **(4.G.1.2.)**
- Day 3: What is the history and location of the Missouri River? **(4.G.1.2.)**
- Day 4: What is the history and location of the Black Hills? **(4.G.1.2.)**
- Day 5: What is the history and location of the Badlands? **(4.G.1.2.)**
- Day 6: What is the history and location of Pierre, Rapid City, and Sioux Falls? **(4.G.1.2.)**
- Day 7: What are the major South Dakota geographical and political features? **(4.G.1.2.)**
- Day 8: What are time zones? **(4.G.1.3.)**
- Day 9: How do you use a grid? **(4.G.1.3.)**
- Day 10: How are latitude and longitude used? **(4.G.1.3.)**
- Day 11: What is an elevation map? **(4.G.1.3.)**

- Day 12: What is a land use-resource map? **(4.G.1.3.)**
- Day 13: What is a migration maps and population maps? **(4.G.1.3.)**
- Day 14: How are road maps and mileage tables used? **(4.G.1.3.)**
- Day 15: What are the 50 states? **(4.G.1.3.)**
- Day 16: What are the 50 state capitals? **(4.G.1.3.)**
- Day 17: Where is Washington D.C.? **(4.G.1.3.)**
- Day 18: Where are Indian nations located in the United States? **(4.G.1.3.)**

Appendix:

- South Dakota Map from lib.utexas.edu
- Mni Šoše Wakpá
- Mni Šoše Wakpá questions
- Mako Sica Timeline
- Medicine Wheel History
- Major South Dakota Geographical and Political Features
- Blank South Dakota Physical Map
- United States Time Zones
- The 14 Highest Mountains (*He*) in the World
- South America Resources + Answer Key
- Migration and Population
- South Dakota Interstates
- States and Abbreviations
- 50 State Capitals
- Indian Nation Expert

Day 1: "Susula the Donkey"

Materials: Computer attached to an LCD projector

Introduction: *We're going to begin a new and exciting journey today. What kinds of things do you need on a journey? What do you need to make sure that you don't get lost? That's right! A map. We're going to be learning all about maps and the four directions, Tatúye Tópa.*

1. Show your students "Susula the Donkey," available online at http://vimeo.com/27545820 or on the Lakota Stories website.
2. Have students answer the comprehension questions at the end of the video. Pause the video between questions to field possible answers from the students.
3. Relate the story to the unit theme by asking students how Susula found his way home. *Before maps were drawn and printed on paper, how did the Lakota find their way? What are some advantages of having a map? How can knowing where the sun rises and sets help you if you lose your map?*
4. NOTE: In the video and throughout this unit, your students will learn new Lakota words. You can reinforce their memory by having them keep a pictorial vocabulary notebook for their new Lakota words. You can have them turn an ordinary notebook into a Lakota vocabulary notebook by having them record the new word, a drawing of the word, and a definition in their notebook, starting a new word on each page.

Day 2: What are the parts of a map?

Materials: Art Supplies; "Lib.utexas.edu South Dakota map"; Laptop Computer attached to LCD projector

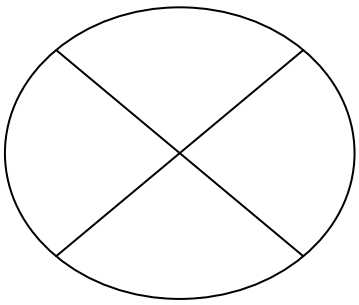
Introduction: *Yesterday we heard the story of Susula the donkey. What did Susula do to help the twins? How did Susula's sense of direction help him? Sometimes it's possible to use your knowledge of the area, or to use clues from the sun or stars, to find your way. But sometimes, this is impossible—there are sometimes too many clouds in the sky. In situations where you can't find your way, or to learn more about a place, it's useful to have a map.*

1. Teach students the Lakota name for map: *makóčheowápi*.
    - Makóčhe means "country"
    - Wówapi means "book"
2. *Why do you think the early Lakota called maps "makóčheowápi"?*
3. Distribute "Lib.utexas.edu South Dakota map" and art supplies. Assess students' prior knowledge. See if they can draw…
    - A blue squiggly line representing the Missouri River
    - Gray triangles representing the Badlands
    - Black half-circles representing the Black Hills
    - A white star (with a black outline) representing Pierre

- A black star representing Rapid City
- A yellow star representing Sioux Falls
- A red star representing the school's location

4. Using a laptop computer attached to LCD projector, show students a physical map of South Dakota. (A great one is http://www.nationsonline.org/maps/USA/South_Dakota_map.jpg. Alternatively, if your school provides student atlases, they can just use those.)
5. Point out the Missouri River, Badlands, etc., having students compare their responses to the official map.)
6. Define the following for students:
    - Political map: Focuses on showing cities and county boundaries.
    - Physical map: Focuses on showing land features like rivers, lakes, and mountains.

   What is the map they filled in? (Political.) What is the map on the LCD projector? (Physical.)
7. Define the following for students:
    - Symbol: An easy-to-draw picture found on a map that represents something in real life. A triangle might be the symbol for a mountain. A star might be a symbol for the city. *What are some of the symbols on the physical map of South Dakota?*
    - Legend or Key: A box that lists the symbols on the map and what they mean. *Where is the legend or key on the physical map of South Dakota? What do you learn from it?*
    - Title: Lets you know what you're looking at. *What's the title of the physical map of South Dakota?*
    - Scale: Lets you know that an inch or centimeter on a map represents a certain number of miles in real life. *Where's the scale on the physical map of South Dakota? What does it show? Why is a scale useful?*
    - Compass: Lets you know where north, south, east, and west are. *Is there a compass on the physical map of South Dakota? Would it be pretty easy to draw one?*
8. Draw a medicine wheel on the board:



9. Explain that the Four Directions, Tatúye Tópa, are sacred for the Lakota, and that the medicine wheel is the Lakota symbol that represents Tatúye Tópa. The medicine wheel is like the Lakota compass!
10. Explain the meanings of Tatúye Tópa:
    - Wazíyata/Ská/North/White: Ská represent the sky, air, and breath, *taté*
    - Wiyóhiŋyaŋpata/Zí/East/Yellow: Zí represents the sun, *wí*, and fire, *péta*

- Itókağata/Šá/South/Red: Šá represents the earth, *maká*
- Wiyóhpeyata/ Sápa /West/Black: Sápa represents the Black Hills, *He Sápa*

Three-Minute Comprehension Check: *Name the words for the following on a half-sheet of paper: (1) A box that lists the symbols on the map and what they mean. (2) An easy-to-draw picture found on a map that represents something in real life. (3) Lets you know where north, south, east, and west are. (4) Lets you know what you're looking at. Bonus: What are the Tatúye Tópa?*

Day 3: What is the history and location of the Missouri River?

Materials: Laptop Computer attached to LCD projector; "Mni Šoše Wakpá"; "Mni Šoše Wakpá Questions"

Introduction: *Who has been to the Missouri River? Where is it in South Dakota? Does it begin and end in South Dakota, or does it span multiple states? Who has a guess as to where it begins? Who thinks they know where it ends? Before we talk about the Missouri River, let's review from yesterday.*

1. Review the meanings of the meanings of Tatúye Tópa:
    - Wazíyata/Ská/North/White: Ská represent the sky, air, and breath, *taté*
    - Wiyóhiŋyaŋpata/Zí/East/Yellow: Zí represents the sun, *wí*, and fire, *péta*
    - Itókağata/Šá/South/Red: Šá represents the earth, *maká*
    - Wiyóhpeyata/ Sápa /West/Black: Sápa represents the Black Hills, *He Sápa*, or sometimes water and movement, *mní* (depending on who you talk to!)
2. *Which of the Tatúye Tópa corresponds to rivers (like the Missouri)?* (Wiyóhpeyata/west)
3. *The Lakota name for the Missouri River is Mni Šoše Wakpá.*
    - Mní = water
    - Šoše = turbulent or fast-moving
    - Wakpá = river
4. Show students "Missouri River Basin Dams, Reservoirs, and Indian Tribal Lands" on an LCD projector, available online at http://aa179.cr.usgs.gov/basin/dritl.html. What does this map illustrate? What states are shown on the map? What tribes have students heard of before? What tribes would students like to learn more about?
5. Distribute "Mni Šoše Wakpá" and "Mni Šoše Wakpá Questions." Have students work in pairs or in groups to complete.

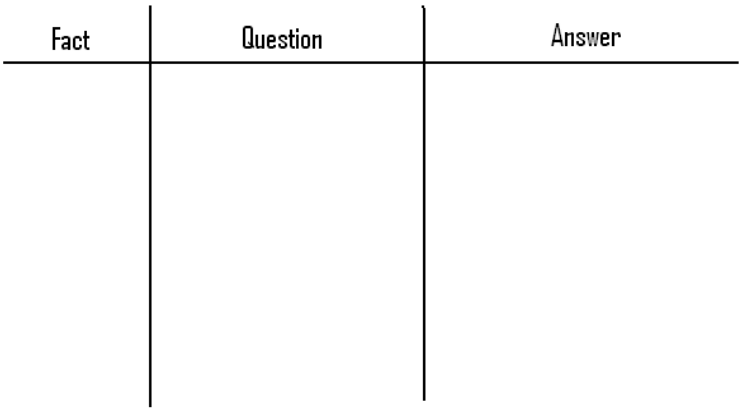
Three-Minute Comprehension Check: *How did the Lakota use to Missouri River? Where is the Missouri River located? What is the Lakota name for the Missouri River?* Have students respond briefly on a half-sheet of paper.

Day 4: What is the history and location of the Black Hills?

Materials: None!

Introduction: *Invite students to come up to the board to make a Medicine Wheel and fill it in with the Tatúye Tópa and symbolisms. Tell students that today's geography focus is the Black Hills. What direction represents the Black Hills?*

1. *What do you already know about the Black Hills, He Sápa? Let's find out by making a Fact-Question-Answer chart.* Make the following chart on the board (similar to a K-W-L chart):



2. Have students generate facts about He Sápa/the Black Hills, for instance, that He Sápa/the Black Hills are located in Western South Dakota. For each fact, have students generate 1+ question(s) that relate to the fact. (How were He Sápa/the Black Hills formed?)
3. Explain to students that He Sápa/the Black Hills are very sacred to the Lakota. The area has a long and complicated history involving many of the most famous Lakota. Write the following names on the board:
    - Red Cloud
    - Spotted Tail
    - Sitting Bull
    - Crazy Horse
    - Little Big Man
    - Young-Man-Afraid-of-His-Horses
4. *Who were these figures? How were they involved with He Sápa/the Black Hills?* Read the following article aloud to students:

Black Hills, He Sápa

For the Lakota, the Black Hills, He Sapa, are the center of the world, the place of the gods, where the warriors would go to wait for visions and to speak to the Great Spirit. In 1868, a treaty was signed which granted He Sápa to them forever.

However, in 1872 miners began to invade the Black Hills in a search for gold. In 1874 the Army ordered a

reconaissance mission. The Lakota were not even notified, much less asked for permission. George Armstrong Custer and the Seventh Cavalry were sent on this mission. Custer reported that the hills were filled with gold "from the grass roots down." This unleashed a horde into the Black Hills and the track cut by Custer's supply train became known as the Thieves' Road. In the spring of 1875, with the hills full of miners, the Army sent General Crook, in a nominal effort to comply with the treaty, to notify the miners that they were in violation of the treaty. However, he made no effort to enforce the law.

Red Cloud and Spotted Tail protested strongly to Washington, realizing that the young warriors would soon take matters into their own hands if the chiefs did nothing. The response from Washington was to send out the usual commission formed of politicians, traders, missionaries and the military to negotiate the "purchase" of the Black Hills from the Lakota. Runners were sent to invite Sitting Bull, Crazy Horse and other non-agency chiefs to the talks. As could have been expected, they were both strongly opposed to the sale of any of the Lakota lands. Crazy Horse sent Little Big Man as an observer for the free Oglalas.

The Commissioners had a much different reception than they probably expected. When they arrived at the meeting site, between the Red Cloud and Spotted Tail agencies on the White River, they found the Plains covered with the lodges and the pony herds of the Indians as far as they could see. The Lakota from the Missouri River in the east to the Bighorn Mountains in the west, as well as their Cheyenne and Arapaho supporters, had come to make their feelings known, 20,000 strong.

On September 20, 1875, a shelter to provide shade was constructed by stringing a large tarpaulin under the lone cottonwood at the site. The commissioners congregated under the tarpaulin on chairs facing the multitude of Indians. A troop of 120 cavalrymen, all on white horses, filed in to form a line behind the commissioners. Red Cloud had said that he would not attend. Spotted Tail arrived by a wagon. A few other chiefs arrived. Then, charging in a cloud of dust, a band of Indians, dressed for battle, came over a rise at full gallop directly toward the commissioners. They circled the shelter and commissioners, firing their rifles into the air and uttering war whoops, before moving to form a line behind the cavalrymen. Before they were settled, the next band of Lakota was charging in. This continued until the commissioners were surrounded by several thousand warriors on horseback. Then the chiefs stepped forward, secure in the knowledge that the commissioners could not feel at ease.

In the few days that they had been at Fort Robinson, the commissioners had already realized that the Lakota would not sell the Black Hills. They decided to negotiate for the mineral rights. The Lakota chiefs found this idea ludicrous. They had already had sufficient experience with the white man to know that anything "loaned" to them was as good as gone. The commissioners also had the audacity to ask for the last of the Lakota hunting grounds, the Powder River country. At this point, a messenger from Red Cloud relayed the message that Red Cloud wished a recess so that the chiefs could confer. This wish was granted. The question of the Powder River country was not even discussed by the Lakota; there was no question that they would not negotiate their last good hunting ground away. Some chiefs argued that they should get the best price they could for the Black Hills because the Army would not keep the miners our. Others were adamant that, what the Army would not do, the young warriors would.

On September 23, the commissioners returned to the council ground, riding in Army ambulances and accompanied by a larger troop of cavalry than before. Red Cloud protested the larger military presence. As he was preparing to deliver his opening statement to the commissioners, a group of about 300 Oglalas arrived from the Powder River country, firing their rifles as they rode in. One Lakota, Little Big Man, stripped for battle and wearing two revolvers, forced his way through the group to the front. He

came as Crazy Horse's envoy and stated "I will kill the first chief who speaks for selling the Black Hills," dancing his horse back and forth before the commissioners. Little Big Man was surrounded and escorted away by a group of unofficial Sioux policemen led by Young-Man-Afraid-of-His-Horses. Nonetheless, the commissioners decided to return to the safety of Fort Robinson at this point. A few days later a meeting was arranged between the commissioners and twenty chiefs at the Red Cloud Agency. In three days of speeches, the chiefs made it quite clear that the Black Hills would not be sold. Red Cloud did not even appear for the final meeting. Spotted Tail spoke for all the Sioux when he rejected unconditionally both the sale and the lease offer.

The commissioners returned to Washington, reported their failure to negotiate for the Black Hills, and recommended that Congress ignore this result and appropriate a sum that they regarded "as a fair equivalent of the value of the hills." The forced purchase would be presented to the Lakota as their only choice.

This decision then began the chain of events that led to the Battle of the Little Big Horn. The plans were begun for a winter campaign against the Sioux living off the agencies. Runners were sent out to the villages to tell them to come in to the agencies by January 31. A very rough winter made it impossible to comply with this order, had they even wished to. This failure to come in, despite the weather, was deemed reason to institute a military campaign against the Lakota winter villages. But the bad winter also delayed the military campaign. The only significant action before the arrival of spring was a dawn attack on March 17 on a peaceful camp of Northern Cheyennes and Oglala Sioux in the Powder River country. The soldiers killed many and burned the lodges and winter supplies after driving the Indians from the village, capturing the entire horse herd. After dark, the warriors stole into the soldiers camps and recovered the horse herd. The Lakota then travelled the few miles to the camp of Crazy Horse where they found food and shelter.

Over the next few months the Lakota gathered in the Powder River country where, ultimately, Custer found them. After this big victory, they knew that the Army would not allow their defeat to be the final word. Despite the treaty, the Black Hills would be lost.

Adapted from http://www.hanksville.org/daniel/lakota/BlackHills.html. For educational use only.

5. Based on what they learned from the article and prior knowledge, have students work in groups to write one or two sentence descriptions of each famous Lakota leader on blank paper. Then, have each group write one of their descriptions on the board. You can add additional information if it is not supplied by students:
    - Red Cloud: Lakota war leader born in 1822; fought against the US Army in battles over the Great Plains
    - Spotted Tail: Diplomatic leader of the Lakota born in 1823; negotiated for educational opportunities for the Lakota
    - Sitting Bull: Lakota holy man and war leader born in 1831; with Crazy Horse, led the Lakota in the Battle of Little Bighorn against the US Army; killed by police for supporting the Ghost Dance
    - Crazy Horse: Lakota war leader born in 1840; with Sitting Bull, led the Lakota in the Battle of Little Bighorn against the US Army; known for his spirituality

- Little Big Man: Lakota shirt-wearer who fought under Crazy Horse in the Battle of Little Big Horn
- Young-Man-Afraid-of-His-Horses: A Lakota chief born in 1830; negotiated in Washington D.C. with US government officials

6. Return to the Fact-Question-Answer chart. What have they learned about He Sápa? Have any of their questions been answered? Fill in the "Answers" section of the chart. If there are any questions left unanswered, ask students to brainstorm different resources that could provide answers to their questions.

Three-Minute Comprehension Check: *Why is He Sápa important to the Lakota? Where is He Sápa located? Have students respond briefly on a half-sheet of paper.*

Day 5: What is the history and location of the Badlands?

Materials: "Makó Šíča Timeline"

Introduction: *What is the name for the Black Hills in Lakota? Why is He Sápa important to the Lakota? Today we're going to learn about another beautiful place in South Dakota, The Badlands or Makó Šíča, and the significance of this place for the Lakota.* Point out Makó Šíča on a map of South Dakota.

1. What is a timeline? Where have you seen a timeline before? We can use a timeline to help us understand how Makó Šíča is important for the Lakota people
2. Distribute "Makó Šíča Timeline." Read the following events aloud, pausing after each one to allow students to draw a sketch and write one or two words (for instance, "HOMESTEAD ACT" to represent each event). Explain to students that for 10-15 thousand years, the Lakota had used Makó Šíča as hunting grounds. (*Who has visited Makó Šíča? Imagine living in a time before grocery stores, where you have to hunt for your survival. Why would this place be a great for hunting?*) *And then…*
    - 1862: President Lincoln passed the Homestead Act, granting U.S. citizens the right to claim any 160 acres of land west of the 13 original U.S. colonies
    - 1863: "Homesteaders" begin moving west in order to claim land
    - 1868: The Fort Laramie treaty, signed between the U.S. government and Lakota and Northern Cheyenne leaders, granting the Lakota and Northern Cheyenne exclusive use of the Black Hills and South Dakota hunting grounds
    - 1874: Gold is discovered in the Black Hills, and even more homesteaders move to South Dakota
    - 1876: The Battle of Little Bighorn marks a campaign by the U.S. army to forcibly take the lands guaranteed to the Lakota through the Fort Laramie treaty
    - 1877: Crazy Horse dies and many Lakota bands resign from warfare, moving to lands reserved for tribes by the U.S. government

- 1890: Lakota Medicine Man and Ghost Dancer Wovoka predicts that the Ghost Dance will restore the hunting grounds of Makó Šíča to the Lakota. There is a Ghost Dance on Stronghold Table in Makó Šíča (part of what is now the southern unit of Badlands National Park). Soon thereafter, a band of ghost dancers led by Chief Big Foot, attempted to seek refuge on Pine Ridge, crossed a pass in the Badlands that was being watched by U.S. soldiers. The soldiers opened fire, killing around two hundred Lakota. (Thirty soldiers died as well.) This conflict is known as the Wounded Knee Massacre.

3. Explain to students that in 1973, Makó Šíča became designated as a National Park, meaning that the U.S. government maintains the area and does not allow stores or home to be built upon National Park grounds. Because of the history of the area, the U.S. government manages the northern unit of the park, and the Oglala Lakota manage the southern unit.

Three-Minute Comprehension Check: *Why is Makó Šíča important to the Lakota? Where is Makó Šíča located?* Have students respond briefly on a half-sheet of paper.

Day 6: What is the history and location of Pierre, Rapid City, and Sioux Falls?

Materials: Laptop Computer attached to LCD projector; "Medicine Wheel History"

Introduction: *Let's review. What are the Lakota names for the four directions? The Black Hills? The Badlands? The Missouri River? Traditionally, what's the significance of the Black Hills for the Lakota? How about the Badlands? How about the Missouri River? Today we're going to focus on three important cities in South Dakota. Who's been to Pierre? Who's been to Sioux Falls? Who's been to Rapid City?*

1. Using a laptop computer attached to LCD projector, show students a physical map of South Dakota. (A great one is http://www.nationsonline.org/maps/USA/South_Dakota_map.jpg. Alternatively, if your school provides student atlases, they can just use those.) Have student volunteers find Rapid City (west), Pierre (north), Sioux Falls (east), and the location of the school.
2. Distribute "Medicine Wheel History." Have students label the parts of the medicine wheel according to the following:
    - Wazíyata/Ská/North/White: Label this "Pierre"
    - Wiyóhiŋyaŋpata/Zí/East/Yellow: Label this "Sioux Falls"
    - Itókağata/Šá/South/Red: Label this with your hometown or any southern town
    - Wiyóhpeyata/Sapá/West/Black: Label this "Rapid City"
3. Create a giant version of "Medicine Wheel History" on the board.
4. Explain to students that "taking notes" is a skill that they will need later on in middle school and high school. When they take notes, the goal is to write down important facts in short form. Complete sentences are unnecessary!
5. Give students a few minutes of background on Pierre, Sioux Falls, their hometown, and Rapid City. Have student volunteers provide brief bullet-point facts about each city after your

description. Write down bullet-point facts, and have students reproduce on their papers in their own words.

- Pierre: *Pierre was named after Pierre Cadet Chouteau, a French-Candadian fur trader originally from Missouri. Because of its closeness to the Missouri River, Pierre and Fort Pierre were bustling trade centers during the late 1700s and early 1800s. People would come from all over to exchange buffalo skins, dried buffalo meat, tobacco, sugar, salt, and Lakota beadwork. Many Lakota set up tipi camps all around Fort Pierre to participate in trade. Right before South Dakota officially became a state on November 2, 1889, there was an election to decide which city would be the state capital. Six cities wanted the title: Pierre, Huron, Mitchell, Sioux Falls, Redfield, and Watertown. Pierre won the right to be the temporary capital, but there were many people who wanted to make one of the other cities the permanent capital. Mitchell almost took the title away from Pierre, but in the end, Pierre won out. These days, Pierre is center of government activity in South Dakota. It is home to the governor's office, the state legislature, and the state courts. So, it is where you go if you want to change the law in South Dakota.*
- Sioux Falls: *Sioux Falls is the biggest city in South Dakota. Sioux Falls was named after the giant cascading waterfalls of the Big Sioux River. There is archeological evidence that early tribes—but not the nomadic, buffalo-hunting Lakota—had settlements near the falls. The Lakota Sioux first came to the Sioux Falls area in the 1700s, and the Big Sioux River is named after them. With the introduction of railroads to the area in the 1880s, the population of European settlers from the east exploded, going from 2,000 people to 10,000 people in a few short years. The railroad helped Sioux Falls, a largely agricultural setting, get into commerce and trade. Because it is the still is largest commercial and retail area between Denver and Minneapolis-St. Paul, today Sioux Falls is known for its shopping centers. However, history will always remember Sioux Falls as a railroad town.*
- Hometown: Descriptions will vary.
- Rapid City: *What does Rapid mean?* (Fast!) *European settlers came to Rapid City quickly. When gold was discovered in the Black Hills in 1874, settlers literally rushed the area. (Technically, however, the name of the second-largest city in South Dakota comes from Rapid Creek, whose waters move very quickly through the city.) Although the Gold Rush brought settlers to the area, it soon became a commercial center, especially when the railroad was introduced to the area in 1886. Rapid City will always have a controversial historical legacy, because the Fort Laramie Treaty of 1868 between the United States and the Lakota gave the Lakota exclusive use of the Black Hills. That meant that European settlers could not enter the area (or even worse, build settlements there) because the Black Hills are the spiritual center of Lakota life. So, when fights broke out between the Lakota and gold rushers in violation of the treaty, the United States government seized control of the Black Hills area. Unfortunately, instead of giving the Black Hills over to the Lakota (as they should have, according to the terms of the treaty), they let it become a gold rush town.*

Three-Minute Comprehension Check: *Write a one-sentence description of each of the following on a half-sheet of paper: (1) Pierre, (2) Sioux Falls, (3) Your hometown, and (4) Rapid City.*

Day 7: What are the major South Dakota geographical and political features?

Materials: Laptop Computer attached to LCD projector; "Major South Dakota Geographical And Political Features"

Introduction: *Let's review. What are the parts of a map? What are the four directions? What are their Lakota names? What is the significance of each direction for the Lakota?*

1. Using a laptop computer attached to LCD projector, show students a physical map of South Dakota. (A great one is http://www.nationsonline.org/maps/USA/South_Dakota_map.jpg. Alternatively, if your school provides student atlases, they can just use those.)
2. Divide students into four or five teams. Have teams take turns sending up representative to the map. Say the name of an SD political or geographical feature. The first person to point the feature out earns a point for their team. When you've gone through the list of features in English, repeat with Lakota names. The team with the most points at the end wins.
    - Missouri River/Mni Šoše Wakpá
    - Black Hills/He Sápa
    - Badlands/Makó Šíča
    - Pierre
    - Rapid City
    - Sioux Falls
    - BONUS: Bear Butte/Mató Pahá, the sacred site that many visit for the Haŋbléčheyapi, the ceremony where Lakota go up to the butte alone and stay there for four days without food or water (near Sturgis, SD)
3. Distribute "Major South Dakota Geographical And Political Features." (Note: Depending on your students' grade level, you can have them complete this activity either working together in groups or independently as an assessment activity.)

Three-Minute Comprehension Check: Use "Major South Dakota Geographical And Political Features" to assess students' comprehension.

Day 8: What are time zones?

Materials: Laptop Computer attached to LCD projector; "United States Time Zones"

Introduction: *Today we're going to switch gears and talk about something a little different. What time is it in Sioux Falls right now? What time is it in Rapid City right now? Who wants to guess what time it is in*

London, England? Beijing, China? Paris, France? As you have probably guessed by now, it's different times in different parts of the world. We're going to talk about why today, but first, let's talk about the Lakota view of time.

1. Teach the Lakota word for time, tohánṭu.
2. Write the following statements on the board:
    - Some people say that the Lakota and Westerners have different views of time. Do you agree or disagree with this? How might the Lakota view of time be different from the Western view?
    - 'You see, we Indians lived in eternity.' - Ella Deloria, Yankton Sioux
3. Give students five minutes to discuss these statements. Then, allow representatives from each group to share what was discussed. (If helpful, you might record responses in a Venn diagram labeled "Western view of time" and "Lakota view of time.")
4. Let's get back to our question from the beginning—why is it a different time in different parts of the world? Whether it's the Western view or the Lakota view, time has something to do with the sun. As you already know, it takes Earth, Uŋčí Maká, twenty-four hours to do one complete rotation. It appears that the sun, Wí, rises in the east and sets in the west, but really, it's Uŋčí Maká that's moving. Wí stands still. But, different cities are located on different spots of the globe. Sunrise in New York City is one or two hours ahead of the sunrise in South Dakota, and South Dakota is a few hours ahead of the sunrise in Los Angeles, California. If everyone in the United States was on the same clock time, then things would be pretty messed up! People in California might go to work when it's dark, and go to bed when it's light out.
5. Time zones are set up so that pretty much everyone in an area has sunrises and sunsets at similar times. Usually, time zones are set up so that one state is entirely in the same time zone. However, South Dakota is pretty big, and it falls right in between the Central Time Zone and the Mountain Time Zone. Rather than make people on the Eastern part of the state have to have their days not match up to the sunlight, South Dakota is split into two time zones. The eastern part of the state is on Central Time and the western part of the state is on Mountain Time. So, it's always different times in Sioux Falls and Rapid City!
6. Have students work together or in groups to complete "United States Time Zones." Go over answers as a class.
7. On an LCD projector, show students a map of World Time Zones. (A good one is online at www.fgienr.net/time-zone/fuseaux.gif.) Then, have students determine what time it is in London, Beijing, and Paris by visiting www.timeanddate.com/worldclock/.
8. Finally, if your school has a Brainpop subscription, show Brainpop's "Time Zones" (at www.brainpop.com/socialstudies/geography/timezones/preview.weml) on the LCD projector. Have students answer the comprehension questions as a class. (Note: If you don't have access to a Brainpop account, it might be useful to sign up for a free trial for this unit. The geography videos are great!)

Three-Minute Comprehension Check: Have students fill in the following blanks on a half-sheet of paper. *"Because the Earth (1) _____, the sun (2) _____ and (3) _____ at different times in different*

places. (4) _____ help keep the day normal: wake up in the morning and go to bed when it's dark. So, time is different in different parts of the country, and in different parts of the world!

Day 9: How do you use a grid?

Materials: Masking Tape; Cards with letters and numbers; Print-outs of http://www.funorama.com/files/battleships.pdf (or any paper copy of the game "Battleship")

Introduction: *Who remembers what time zones are? Why do we have time zones? What's the Lakota word for time? Today we're going to learn about grids, which will help us read maps, and help us to learn about latitude and longitude tomorrow.*

1. Human Grid Activity. Before students come into the classroom, create a 6x6 grid on the floor with masking tape. (If you have a rug with a map of the 50 states or 7 continents, that's the perfect spot!) Also create large cards with letters (A, B, C, D, E) and numbers (1, 2, 3, 4, 5). Ask for 10 student volunteers, and position them as follows, holding the cards:

	A	B	C	D	E
1					
2					
3					
4					
5					

2. Explain how grids work by inviting students to come up and stand in different positions on the Human Grid. Once every student in the room has a spot, have students to shout the name of students in the different positions. (Who's at 1B? Who's at 5D?) Then, have students sit down, one by one, by identifying the grid position of the student who is to return to their seat. Repeat with new sign-holders.
3. Musical Human Gridding. If students are well-behaved, this can turn into a game of Musical Human Gridding. Play a Lakota song as students move around the grid, then stop it at a random. Call out a row, column, or a particular grid position. Everyone who satisfies your criteria has to sit down. The last one standing is the winner.
4. Battleship activity. Have students practice grids in pairs by playing Battleship. Print out http://www.funorama.com/files/battleships.pdf (or any paper copy of the game that you can find online) and have students play against each other.

Three-Minute Comprehension Check: Using a half-sheet of paper, have students identify the grid positions of the X, Y, and Z on a diagram that you draw on the board:

	A	B	C	D	E
1			X		
2				Y	
3					
4					
5	Z				

Day 10: How are latitude and longitude used?

Materials: Laptop Computer attached to LCD projector; Computer Lab

Introduction: *What is a grid? How do you find something on a grid? Today we're going to move on to a new concept, latitude and longitude. If you know how to find something on a grid, latitude and longitude are easy. Who's heard of latitude and longitude? Who wants to hypothesize about what these words mean?*

1. Show students a map of the world. Who can find Paris, France?
2. Write the following words on the board:
    - Latitude
    - Longitude
    - Prime Meridian
    - Equator
3. Tell students to listen carefully for these words as you read the following article aloud:

Basic Geography: Latitude and Longitude

So you're looking at a map and you want to know where a city or a place is. And you want to tell someone else. How do you do it?

Let's say you want to tell your friend where Paris is. You could say, "Well, it's in France." That's general. You could say, "OK, find the Seine River." That might work.

But what if your friend wants to know exactly where Paris is? You need to use latitude and longitude.

Latitude and longitude are two of the most basics terms in all of geography. To understand them, you need to think of Earth as a globe. Further, you need to think of the globe as divided into lots of little sections. Some go east. Some go west. Some go north. Some go south.

(Note: A little bit of math is coming. Don't be scared!)

So, you know how a circle has 360 degrees? Well, that's true for Earth as well. If you put your finger on the city of Paris and trace all the way around the globe, from right to left, you will trace the full 360 degrees. Go just halfway and you get 180 degrees.

You have just traced 360 degrees of longitude. Longitude is lines that run north and south that measure east or west. The Prime Meridian, in Greenwich, England, is at 0 degrees longitude. Put your finger on Paris again. Trace around the globe, this time going around the top of the globe, then around the bottom, and back to Paris. You've just traced the full 180 degrees of latitude. Latitude is only 180 degrees. Latitude lines run east and west and measure north or south. The Equator is at 0 degrees latitude.

What does all this give us? Well, you want to tell your friend exactly where Paris is, right? So check out a map that has latitude and longitude marked on it. You'll find that the latitude and longitude markings are every 10 degrees. (Some maps have markings for every 15 degrees or even every 5 degrees.)

See how Paris is almost halfway between 45 degrees and 50 degrees markings? You'll have to estimate here. It's probably about 47.5 degrees. Let's call it 48.

That's latitude. What about longitude? Well, the Prime Meridian is at 0 degrees. That's in England. France is just east of England (for the most part). See how Paris is just less than halfway between the 0 degrees and 5 degrees markings? You'll have to estimate here, too. It's probably about 2 degrees.

So, what is the exact location of Paris? Well, geographers tell us that Paris is indeed at 48 degrees north and 2 degrees east.

Latitude and longitude are big words, but now you know what they mean. Amaze your friends!

Adapted from http://www.socialstudiesforkids.com/articles/geography/latitudelongitude.htm. For educational use only.

4. Define the following for students:
    - Latitude: The lines on a globe that run east and west
    - Longitude: The lines on a globe that run north and south
    - Prime Meridian: The line at 0 degrees Longitude
    - Equator: The line at 0 degrees Latitude
5. *How can we remember longitude and latitude?* Pick the tallest kid in the class. Have him/her come to the front of the room. Measure his/her height with your arms, and gush about how LONGGGGGG he is. Now if he/she were as wide as he/she is tall, would you say he/she was long? No, you'd use the word "WIDE." So, when you think LONGGGGGG think the up-and-down distance, or north-south.
6. If your school has a Brainpop subscription, show Brainpop's "Latitude and Longitude" (at www.brainpop.com/socialstudies/geography/latitudeandlongitude/preview.weml) on the LCD projector. Have students answer the comprehension questions as a class. (Note: If you don't have access to a Brainpop account, it might be useful to sign up for a free trial for this unit. The geography videos are great!)

7. In a computer lab, have students visit "Latitude and Longitude Game" at www.kidsgeo.com/geography-games/latitude-longitude-map-game.php to practice their latitude and longitude skills.

Three-Minute Comprehension Check: Have students fill on the following chart on a half-sheet of paper with the following words: Latitude, Longitude, Prime Meridian, and Equator. (Two words should go in each column.)

North-South	East-West

Day 11: What is an elevation map?

Materials: Laptop Computer attached to LCD projector; Computer Lab; "The 14 Highest Mountains in the World"; Google Earth (Should be installed on your computer before the lesson. See below for details!)

Introduction: *Let's review. What are the four directions in Lakota? The four directions are an important component of any map. Today we're going to learn about a new kind of map, an elevation map.*

1. Elevation maps show the high points and low points on a globe. This is something called elevation, that is, how high or low a point is. Use the word "elevator" to remember "elevation." Where does the elevator take you? Up and down. Elevation is concerned with how far up or down.
2. It's common to hear that the elevation of a point is "blank above sea level." Think of sea level as 0. There can be points below sea level—like negative numbers—and points above sea level. Much of the time, however, when we're talking about land, the point on land is well above sea level.
3. Make the following chart on the board:

High Elevation	Low Elevation

4. Have students brainstorm geographical features (mountains, valleys, buttes, etc.) and say whether they go with "high elevation" or "low elevation."
5. *What is the highest feature of all the "high elevation" features? Yes, mountains.*
6. Teach students the following distinction:
    - *He*: The Lakota word for mountain. (*Where have you heard "He" before? He Sápa*?)

- *Pahá*: The Lakota word for hill or Butte.

7. In a computer lab, have students visit http://www.greenpacks.org/2008/09/30/worlds-14-highest-mountain-peaks-in-the-world/ to learn about the 14 highest mountains in the world and fill out "The 14 Highest Mountains in the World."
8. On a laptop computer hooked up to an LCD projector, load Google Earth. (Note: Google Earth requires a download, available for free at http://earth.google.com/. The installation is worth it. Your students will love this follow-up activity to "The 14 Highest Mountains in the World"!)
9. Explain that Google Earth is a giant elevation map that uses satellite photographs to show elevation. Visit the Shishapangma Peak in China. (#14 on "The 14 Highest Mountains in the World.") How does Google Earth's use of colors trick our eyes into seeing elevation? What colors show low elevations? What colors show high elevations? Take student request for trips to other mountains on the list. You might want to also point out that many of the tallest mountains in the world on the list are in the Himalayas in Asia. The highest points on other continents are:
    - **Aconcagua** 6959m (22831ft) **S. America**
    - **Mount McKinley** 6194m (20320ft) **N. America**
    - **Mount Kilimanjaro** 5963m (19563ft) **Africa**
    - **Mount Elbrus** 5633m (18481ft) **Europe**
    - **Puncak Jaya** 4884m (16023ft) **Oceania**
    - **Vinson Massif** 4897m (16066ft) **Antarctica**
    - **Mount Everest** 8850m (29035ft) **Asia**

      Source: http://www.worldatlas.com/geoquiz/thelist.htm

Three-Minute Comprehension Check: *What is elevation? How do elevation maps show elevation?* Have students respond on a half-sheet of paper.

Day 12: What is a land use-resource map?

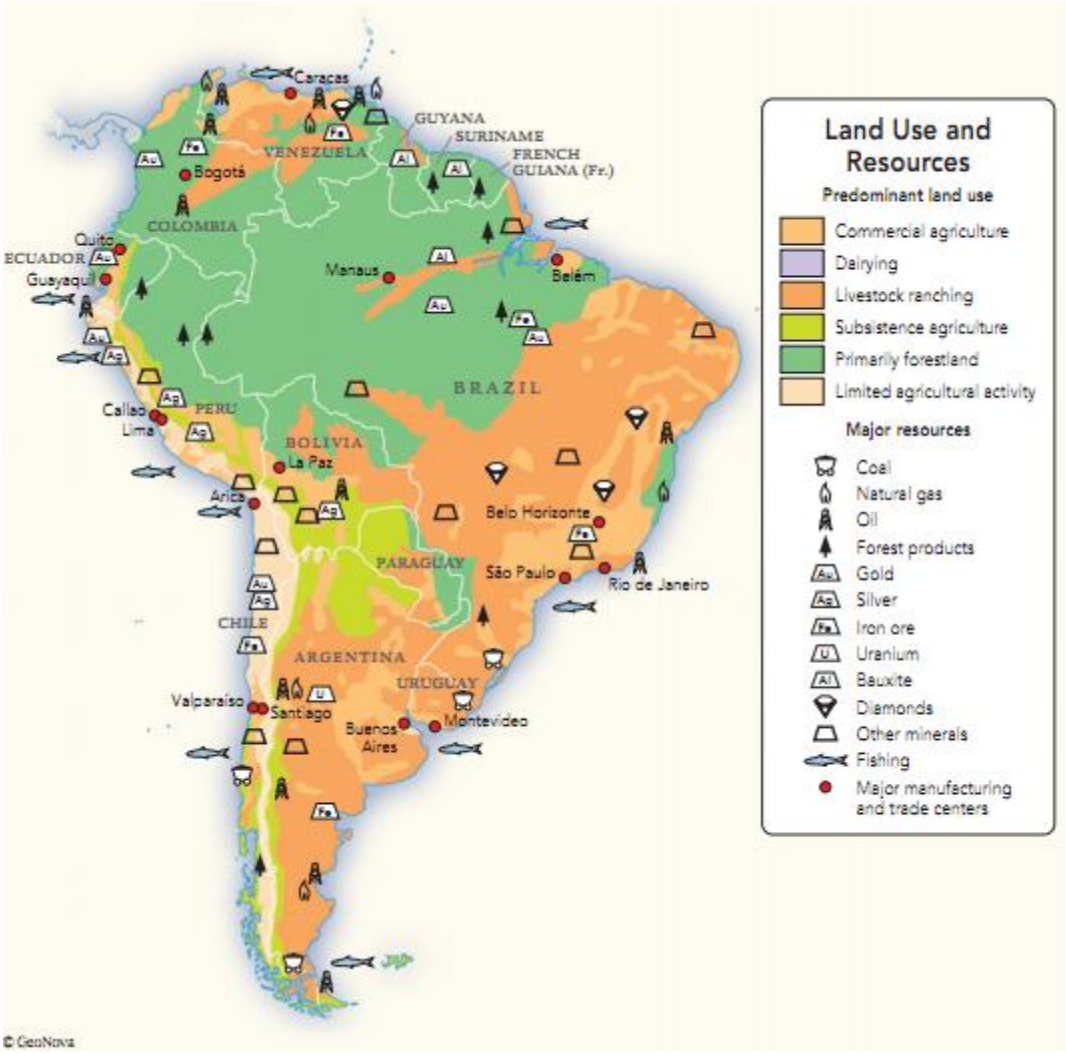
Materials: Computer Lab; "South America Resources" + "South America Resources ANSWER KEY"

Introduction: *Yesterday we learned about elevation maps. What is elevation? What do elevation maps show us? Today we're going to learn about a different kind of map called a land-resource map.*

1. Explain to students that a land-resource map shows us where we can find resources in a city, state, or country. *A resource is something that human beings (or animals!) can use to satisfy needs or wants. A natural resources is a resource that is found naturally in the Earth.*
2. What are examples of natural resources? List the following on the board, and see how many students have heard of. *Can anyone name a use of one of the natural resources?*
    - Coal
    - Natural gas
    - Oil

- Forest products
- Fish
- Gold
- Silver
- Iron ore
- Uranium
- Bauxite
- Diamonds

3. If students are stuck, help out by explaining what each of these resources is used for:
    - Coal: A rock mostly made of carbon which, when burned, can create electricity; coal is the currently the biggest source of energy
    - Natural gas: A fossil fuel mostly made from methane; an important source of energy
    - Oil: Can be used to generate electricity and, in gas form, power cars
    - Forest products: Lumber comes from trees; used as the structure of buildings and, when burned, is a source of heat
    - Fish: Contain important minerals and proteins for human consumption
    - Gold: Can conduct electricity (especially good for powering computers); used for dental fillings and jewelry
    - Silver: Used in product manufacturing, jewelry, and photography
    - Iron ore: 98% of iron ore goes towards making steel, which is important for buildings and skyscrapers
    - Uranium: Nuclear energy and nuclear weapons
    - Bauxite: Used in aluminum, which has an important function in buildings and in the kitchen
    - Diamonds: Used in jewelry, and because of their hardness, in industrial tools like drill bits (diamonds can cut through almost anything!)
4. Where is South America? Who has a hypothesis about what resources can be found in South America? Today we're going to look at a land-resource map of South America to see what resources are in the continent to the south and where these resources are located.
5. In a computer lab, have students visit http://maps.howstuffworks.com/south-america-land-use-resources-map.htm and fill out "South America Resources." Alternatively, this activity can be done as a whole group on an LCD projector. Or, you can print out and make copies of the map at http://static.howstuffworks.com/gif/maps/pdf/SAM_THEM_LandUse.pdf in order to have students complete "South America Resources" without computers:



Note that without color, it might be difficult to see the contours of the map.

6. Before having students begin this activity, explain to them that the most important part of a land-resource map is the key. *Unlike elevation maps, where it's pretty easy to figure out the high spots and the low spots just by looking at the map, without a key, elevation maps are impossible to understand!*
7. *What did you learn? Why might a land-resource map be useful?*

Three-Minute Comprehension Check: *What does a land-resource map show?* Have students respond on a half-sheet of paper.

Day 13: What are migration maps and population maps?

Materials: "Migration and Population" (Note: If you have access to a color print, this is a great time to use it. The images might be hard to discern in black and white.)

Introduction: *What's an elevation map? What's a land-resource map? Who might use an elevation map? Who might use a land-resource map?*

1. *Migration means "movement." Both animals and people, all the wamákaškaŋ, move around. It's part of being a two-legged, four-legged, or winged creature. Migration maps show how wamákaškaŋ move around. One migration map might show where tatáŋka moves in the winter. Another might show how a group of humans, wičháša, move as the years pass.*
2. *A population map shows how many people live in a given area. Dense areas are areas where lots and lots of people are packed into apartments and homes right next to one another. Sparsely populated areas have less people; the homes are more spread out.*
3. To have them learn about early Lakota migration and modern-day Native American populations by state, students should work independently or in pairs to complete "Migration and Population." (Note: For background on Lakota migration, visit www.ndstudies.org/resources/IndianStudies/standingrock/migration.html.)
4. Go over the answers to "Migration and Population." Did anything from the maps surprise your students?
5. Who might use a migration map? Who might use a population map?

Three-Minute Comprehension Check: What is a migration map? What is a population map? Have students respond on a half-sheet of paper.

Day 14: How are road maps and mileage tables used?

Materials: Laptop Computer attached to LCD projector; Copies of "The Black Hills and Badlands of South Dakota" (see below); "South Dakota Interstates"

Introduction: *What's an elevation map? What's a land-resource map? What's a migration map? Which kind of map do you like the most? Which one do you like the least?*

1. *What is a road map? Who uses road maps?*
2. On an LCD projector, show "Use a Roadmap and a Mileage Table." (Online at http://www.harcourtschool.com/activity/road_maps/.) Have students pick which state they'd like to learn about, and think out loud as you show students how to answer the questions. Then, have volunteers choose states to answer questions about.
3. Distribute copies of "The Black Hills and Badlands of South Dakota," available online at www.blackhillsbadlands.com/resources/files/maps/black-hills/Black-Hills-Map.pdf or by calling the Black Hills Visitor Information Center at 605-355-3600.
4. Give students 10-15 minutes to write five of their own questions about the map. Tell them to leave plenty of space next to each question for the answers that their classmates will provide.
5. Distribute questions randomly, and see if students can answer their peers' questions.
6. Distribute "South Dakota Interstates" and have students answer questions about their state.

Three-Minute Comprehension Check: *What is a road map? Who uses road maps?* Have students respond on a half-sheet of paper.

Day 15: What are the 50 states?

Materials: Teacher and the Rockbots' "Let's the Learn the 50 States!" (see below for more information); Copies of www.united-states-map.com/usa7243z.htm; Copies of "50 States!" lyrics (online at www.4boysinc.com/teacherandtherockbots/lyrics_rockbots_america_na.html#06); Blank copies of http://www.eduplace.com/ss/maps/pdf/us_nl.pdf; "States and Abbreviations"

Introduction: *What's a map? What's the Lakota word for map? Why do we need maps? What's your favorite kind of map? Today we're going to move forward and learn about what you'd see if you looked a political map of the United States. Who remembers what a political map is? If you looked at a political map of the United States, you'd see 50 of something. What would you see? That's right… 50 states!*

1. Play Teacher and the Rockbots' "Let's the Learn the 50 States!" (You can download on iTunes, buy the CD at www.4boysinc.com/teacherandtherockbots/songs_america.html, or if your school has Youtube access, play the music video at www.youtube.com/watch?v=mlRdfza8jHI.)
2. Print out copies of a United States map, for instance, www.united-states-map.com/usa7243z.htm and have students point to each state as it comes up in the song.
3. Have students listen several times, and fill in the lyrics on a print-out copy of www.4boysinc.com/teacherandtherockbots/lyrics_rockbots_america_na.html#06.
4. Display a giant wall map or project www.united-states-map.com/usa7243z.htm on a screen using an LCD projector. Have each group send up a representative, one at a time. Name a state and see who can point to it first on the map. (Students at their desks should practice on their 8.5x11 copies.) The person who points to the state first gets a point for their team. The team with the most points at the end is the winner.
5. Distribute "States and Abbreviations" and blank copies of a United States map (online at http://www.eduplace.com/ss/maps/pdf/us_nl.pdf). Have students fill in the blank map with as many state abbreviations as possible in 5 minutes. (You can make this an ongoing activity at the beginning of every social studies lesson until students achieve mastery of this objective.) To make this activity more fun, play Teacher and the Rockbots while students work.
6. What state names came from American Indian tribes? Lots of them!
    - Alabama: From the Alabama Indians from the Chickasaw nation
    - Alaska: From an Aleut Indian word meaning "land facing the sea"
    - Arkansas: Illinois Indians, who spoke Algonquin, traveled to the region with the French, and called the Quapaw Indians living there "Akansa," meaning "wind people"
    - Connecticut: Named by the Mohicans; in the Algonquian language, the word quinnitukqut means "beside the long river"
    - Delaware: Named after the Delaware nation, a name given by English settlers to the Lenape people

- Idaho: Comes from the Kiowa-Apache word idaahe, meaning "enemy," which was applied to the Comanche living in the area
- Illinois: From the Illiniwek of the Algonquin nation, the word Illiniwek meaning “tribe of superior mean”
- Indiana: Literally means “land of the Indians”
- Kentucky: From the Wyandot word kehtahteh, meaning “land of tomorrow”
- Massachusetts: Named after the Massachusett people
- Michigan: From the Ojibwe word misshikama, meaning “big lake”
- Minnesota: From a Dakota word mnisota, meaning “cloudy water,” referring to the Minnesota River
- Mississippi: From the Ojibwa word messipi, meaning “big river”
- Missouri: The Missouri Sioux’s word “Missouri” means “big canoe”
- North Dakota: The words “Dakota” and “Lakota” can means “friends” or “allies”
- Ohio: A Wyandot word meaning “the great one,” referring to the Ohio River
- Oklahoma: Translates to “red person” in Choctaw; chosen by Allen Wright, chief of the Choctaw nation, in 1907
- South Dakota: Remember North Dakota?
- Tennessee: From a Cherokee village called Tanasqui
- Utah: From the Navajo word “yuttahih,” meaning " people who are higher”
- Wisconsin: Related to a Mesquakie (Fox) word meaning "Red Earth People"
- Wyoming: From the Delaware word “mecheweami-ing,” meaning “on the plains”

Three-Minute Comprehension Check: Draw outlines of five states on the chalkboard. (California, Florida, South Dakota, Minnesota, and Oklahoma are pretty easy to draw.) Have students name the states on a half-sheet of paper.

Day 16: What are the 50 state capitals?

Materials: Teacher and the Rockbots’ “Let’s Learn the 50 States!”; Copies of www.eduplace.com/ss/maps/pdf/uscap.pdf; Copies of www.eduplace.com/ss/maps/pdf/uscap_nl.pdf; “50 State Capitals”

Introduction: Warm up the crowd with Teacher and the Rockbots’ “Let’s Learn the 50 States!”

1. *What is a capital? What’s the capital of South Dakota?*
2. *Every state has a capital. Sometimes it’s the biggest city in the state, but often, like in South Dakota, it’s a city with a historical purpose. (Does anyone remember anything about the history of Pierre? Good, it was a place where different cultures came together for commerce and trade.)*
3. State Capital Game. Distribute copies of www.eduplace.com/ss/maps/pdf/uscap.pdf. Divide students into 4-5 teams. Give each team the name of a state. They have ten seconds to all shout out the name of the state’s capital. If they are successful, they get a point. After a while,

switch it up by saying the names of the state capital. The team has ten seconds to name the state. The team with the most points at the end wins.

4. Distribute "50 State Capitals" and blank copies of a United States capital map (online at www.eduplace.com/ss/maps/pdf/uscap_nl.pdf). Have students fill in the blank map with as many state capitals as possible in 5 minutes. (You can make this an ongoing activity at the beginning of every social studies lesson until students achieve mastery of this objective.) To make this activity more fun, play Teacher and the Rockbots while students work.

Three-Minute Comprehension Check: *Name the capitals of (1) South Dakota, (2) North Dakota, (3) Nebraska, (4) Montana, and (5) Minnesota on a half-sheet of paper.*

Day 17: Where is Washington D.C.?

Materials: Teacher and the Rockbots' "Washington DC!" (see below for more information); Copies of lyrics from www.4boysinc.com/teacherandtherockbots/lyrics_rockbots_america_na.html#12; Copies of state capital maps

Introduction: *Name the following states and see who can name its capital. South Dakota, New York, California, Texas, Florida, etc. Now try listing capitals and see who can name the state. Boston, Columbus, Oklahoma City, Lincoln.*

1. Play Teacher and the Rockbots' "Washington DC!" (You can download on iTunes, buy the CD at www.4boysinc.com/teacherandtherockbots/songs_america.html.)
2. Have students listen several times, and fill in the lyrics on a print-out copy of www.4boysinc.com/teacherandtherockbots/lyrics_rockbots_america_na.html#12.
3. Where is Washington DC, the nation's capital? Have students find it on their maps. What two states does Washington DC border?
4. Using state capital maps from the previous day, have students practice finding state capitals (and Washington DC) by playing the State Capital Game. (See previous day.)

Three-Minute Comprehension Check: *What two states does Washington DC border?* Have students respond on a half-sheet of paper.

Day 18: Where are Indian nations located in the United States?

Materials: Computer Lab; Blank outline maps of the 50 states (available at www.50states.com/maps/); Copies of a United States map for every student (www.eduplace.com/ss/maps/pdf/us_nl.pdf); "Indian Nation Expert" forms

Introduction: *Besides the Lakota, what other Indian nations are in the United States? How many can we list as a class?*

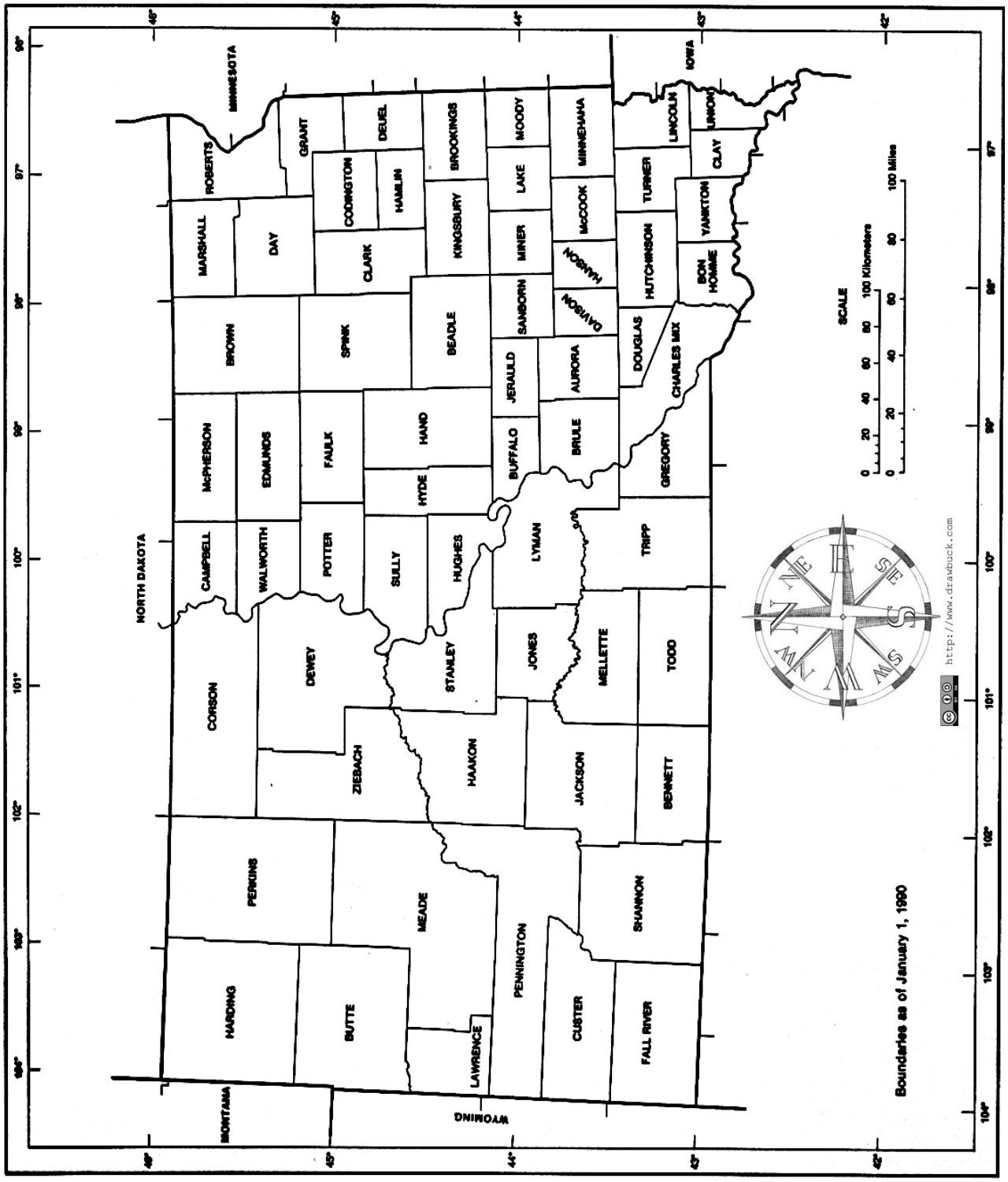
1. Have each student choose a state to become an Indian Nation expert on.
2. Have blank outline maps of each of the 50 states ready to distribute to each student once he/she has chosen his/her state. (Available at www.50states.com/maps/.)
3. Also distribute copies of a United States map to each student. (Available at www.eduplace.com/ss/maps/pdf/us_nl.pdf.)
4. In a computer lab, have students visit http://www.native-languages.org/states.htm and click on their states.
    - On the map of the United States, students should color in and label their state.
    - On the blank outline map of their state, students should reproduce the historical map of the Indian nations in that state.
    - Have students pick ONE tribe to research further from the links on the Native-languages.org website. Have them fill out "Indian Nation Expert" forms
5. At the end of the class session, each student should glue (1) state map, (2) United States map, and (3) Indian Nation Expert form to poster board. Display in the hallway to teach students from other classes about other Indian nations!

Three-Minute Comprehension Check: *What nation did you research? What state is the nation from? What's one thing you learned?* Have students respond on a half-sheet of paper.

Name _____ Date_____

APPENDIX G.
Maps

Counties



U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration Bureau of the Census

MAPS **SOUTH DAKOTA G-1**

Name _____ Date_____

Mni Šoše Wakpá

Directions: Read about the Missouri River. Then answer the questions on the next page.

The Missouri River is the longest river in the United States (2,500 miles). The Missouri River begins in southern Montana in the Rocky Mountains, first flowing north then generally southeast across the heart of the United States, ending at the Mississippi River, just to the north of St. Louis, Missouri. The Mississippi River flows into the Gulf of Mexico, part of the Atlantic Ocean!

The Missouri River is named after the Missouri Nation originally living in the area now known as (you guessed it!) Missouri. "Missouri" means "land of many canoes." The Missouri tribe's name for this great river was "Nishose" or "muddy." Prior to the arrival of European settlers and forced relocation, many tribes besides the Missouri lived along the Missouri River, including the Lakota in South Dakota, and the Osage, Delaware, Kickapoo, Shawnee, and Cherokee in other states. The Missouri River was important to tribes as a source of water, transportation, and commerce. French and Spanish traders exchanged goods with Indian nations, and would also use the Missouri River for transportation and commerce beginning in the 1700s and 1800s.

Adapted from www.worldatlas.com and www.state.sd.us. For educational use only.

Name _____ Date_____

Mni Šoše Wakpá Questions

1. What tribes lived along the Missouri River? _____
2. Circle the word “commerce” in the article. From the context of the article, what do you think the word “commerce” means?

   _____
3. What did the word “Missouri” originally mean? _____
4. What was the Missouri tribe’s name for the Missouri River? _____
5. What does the answer to #4 mean in English? _____
6. How was the Missouri River helpful to native nations? _____
7. Even though it is the longest river in the United States, the Missouri River is a tributary, meaning that it flows into another river. What river does the Missouri River flow into?

   _____
8. Where does the water that starts out in the Missouri River wind up? What ocean?

   _____
9. How long is the Missouri River? _____
10. Where does the Missouri River begin? _____
11. Where does the Missouri River end? _____

MAKO SICA TIMELINE

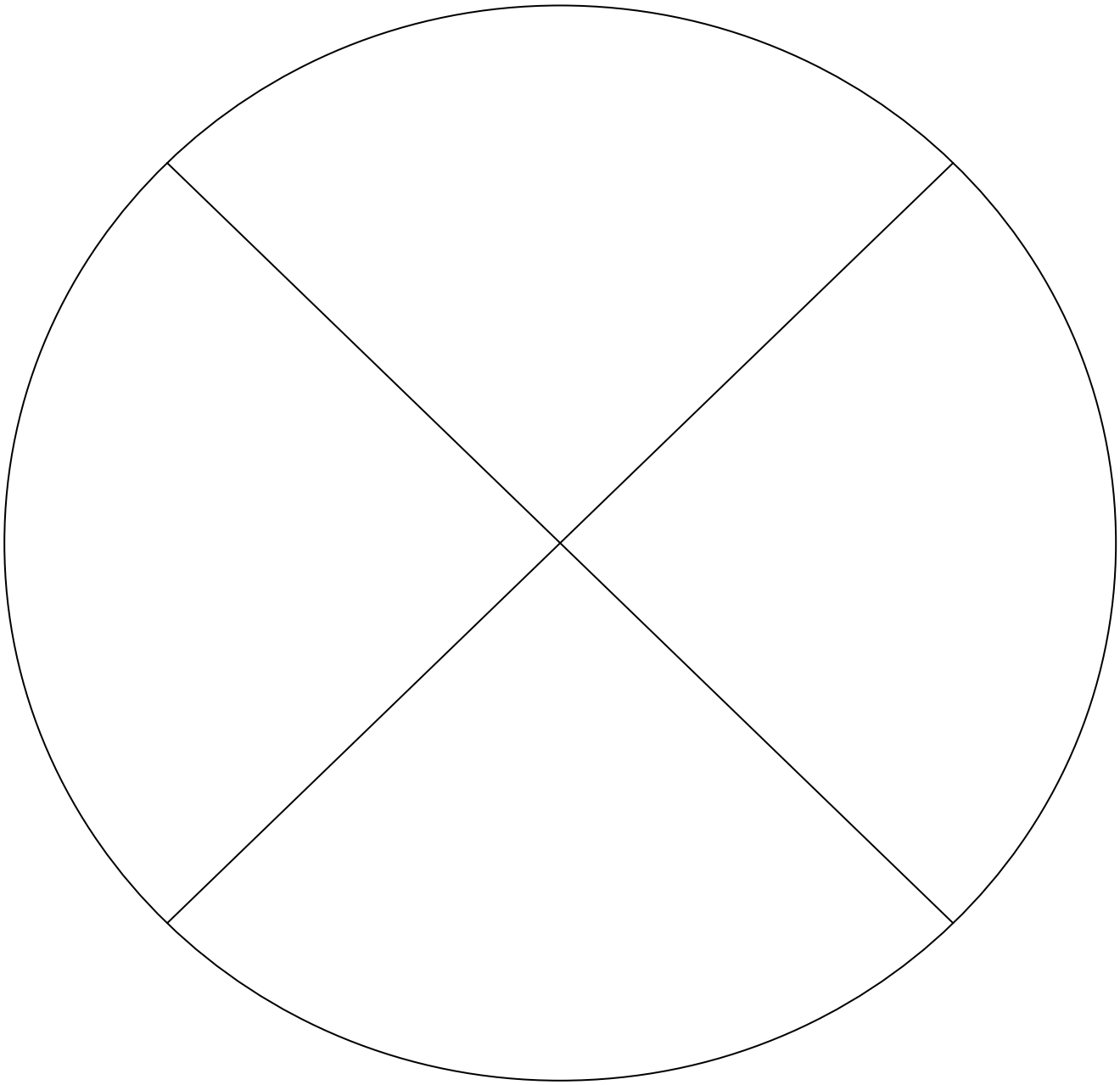
Name _____

Date _____

Name _____ Date_____

Medicine Wheel History

Directions: Label and take notes about famous cities in South Dakota.



1. Wazíyata/Ská/North/White: Label this “Pierre”
2. Wiyóhiŋyaŋpata/Zí/East/Yellow: Label this “Sioux Falls”
3. Itókaǧata/Šá/South/Red: Label this with your hometown or any southern town
4. Wiyóhpeyata/Sápa/West/Black: Label this “Rapid City”

Name _____ Date_____

Major South Dakota Geographical and Political Features

Directions: Complete the two matching sections below. Then complete the map activity using the map on the next page.

Matching: Lakota Names

Missouri River	Makó Šíča
Black Hills	Mni Šoše Wakpá
Badlands	He Sápa

Matching: Descriptions

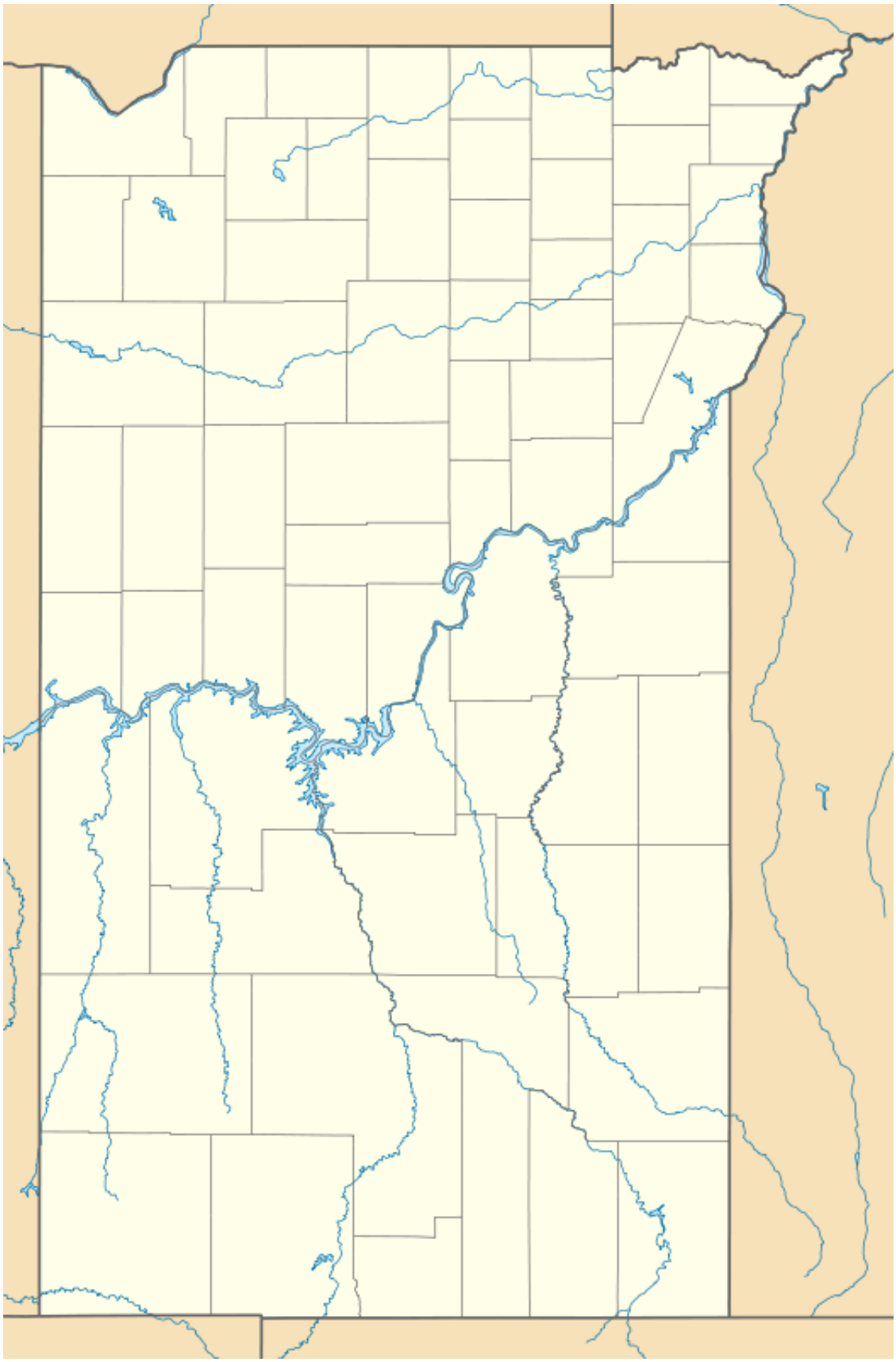
Pierre	Important for water and commerce
Missouri River	The capital of South Dakota
Rapid City	Historic hunting grounds of the Lakota
Black Hills	Important city in eastern SD
Sioux Falls	Sacred to the Lakota people
Badlands	Gold rush town in the western part of SD

Map Activity

On the map on the next page, show that you know the major features of South Dakota!

- Label the Missouri River with its Lakota name
- Draw gray triangles representing the Badlands. Label with its Lakota name.
- Draw black half-circles representing the Black Hills. Label with its Lakota name.
- Draw a white star (with a black outline) representing Pierre
- Draw a black star representing Rapid City
- Draw a yellow star representing Sioux Falls
- Draw a red star representing your location
- Give the map a creative title in the white space above the map!

Name _____ Date_____



Name _____ Date_____

United States Time Zones

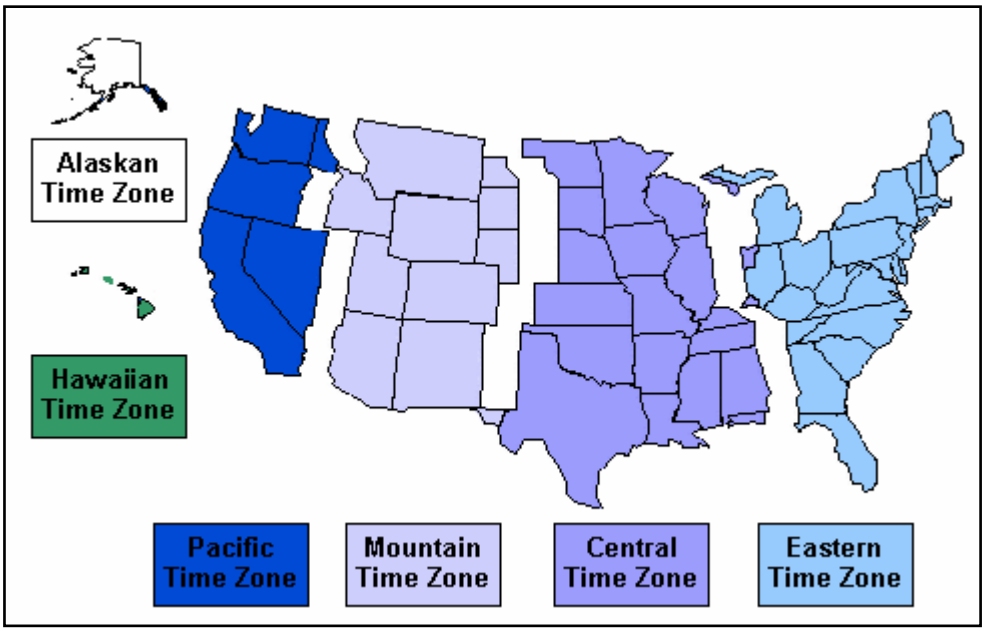


Image from http://www.timetemperature.com/usatime.shtml. For educational use only.

Practice!

On the picture above, label the Eastern Time Zone "9 am." What time is it in other time zones?

- Label the Central Time Zone "8 am."
- Label the Mountain Time Zone "7 am."
- Label the Pacific Time Zone "6 am."
- Label the Alaskan Time Zone "5 am."
- Label the Hawaiian Time Zone "3 am." (It's a two hour jump from Alaska to Hawaii!)

You Try!

1. It's 7 pm in New York. What time is it in Texas? _____
   (Hint: Figure out what time zones New York and Texas are in. Then, as you go west, subtract to figure out the time difference!)
2. It's 11 am in Ohio. What time is it in California? _____
3. It's 3 pm in New Mexico. What time is it in Florida? _____
4. It's 10 pm in Nevada. What time is it in Michigan? _____
5. It's 1 am in Oklahoma. What time is it in Texas? _____
6. It's 9 pm in Western South Dakota. What time is it in Eastern South Dakota? _____
7. It's 6 am in Eastern South Dakota. What time is it in Western South Dakota? _____

Name _____ Date_____

The 14 Highest Mountains (*He*) in the World

Directions: Visit www.greenpacks.org/2008/09/30/worlds-14-highest-mountain-peaks-in-the-world/ and fill in the following chart!

	Name	Location	Height in Feet	Height in Meters	Nickname?
#14	Shishapangma	China			
#13	Gasherbrum II	Pakistan and China			
#12	Broad Peak	Pakistan and China			
#11	Gasherbrum I	Pakistan and China			
#10	Annapurna	Nepal			
#9	Nanga Parbat	Pakistan			
#8	Manaslu	Nepal			
#7	Dhaulagiri	Nepal			
#6	Cho Oyu	Nepal			
#5	Makalu	Nepal			
#4	Lhotse	Nepal			
#3	Kangchenjunga	Nepal			
#2	K2	Pakistan			
#1	Mount Everest	Nepal and China			

Name _____ Date_____

South America Resources

Directions: Visit http://maps.howstuffworks.com/south-america-land-use-resources-map.htm and answer the following questions.

1. How many places are there to mine for coal in South America? _____
2. Where is there more forestland, the north or the south? _____
3. Where is there more space for agriculture, the north or the south? _____
4. Name one country where you can find gold and silver. _____
5. What seems to be the best country for finding diamonds? _____
6. What city in Argentina is good for oil, natural gas, and uranium? _____
7. Name three coastal towns in Brazil where you can find fish.

   _____
8. What is Venezuela's most common natural resource? _____
9. Peru has 14 million Native Peruvians, way more than the United States, which has a Native population of 2.5 million. Based on what you know about Peru's natural resources, why do you think that Peru is a good place to live?

   _____

   _____

Name _____ Date_____

South America Resources ANSWER KEY

Directions: Visit http://maps.howstuffworks.com/south-america-land-use-resources-map.htm and answer the following questions.

1. How many places are there to mine for coal in South America? **4**
2. Where is there more forestland, the north or the south? **North**
3. Where is there more space for agriculture, the north or the south? **South**
4. Name one country where you can find gold and silver. **Chile/Peru**
5. What seems to be the best country for finding diamonds? **Brazil**
6. What city in Argentina is good for oil, natural gas, and uranium? **Santiago**
7. Name three coastal towns in Brazil where you can find fish. **Rio de Janeiro, Sao Paul, and Belem**
8. What is Venezuela's most common natural resource? **Oil**
9. Peru has 14 million Native Peruvians, way more than the United States, which has a Native population of 2.5 million. Based on what you know about Peru's natural resources, why do you think that Peru is a good place to live? **Answers will vary.**

Name _____ Date_____

Migration and Population

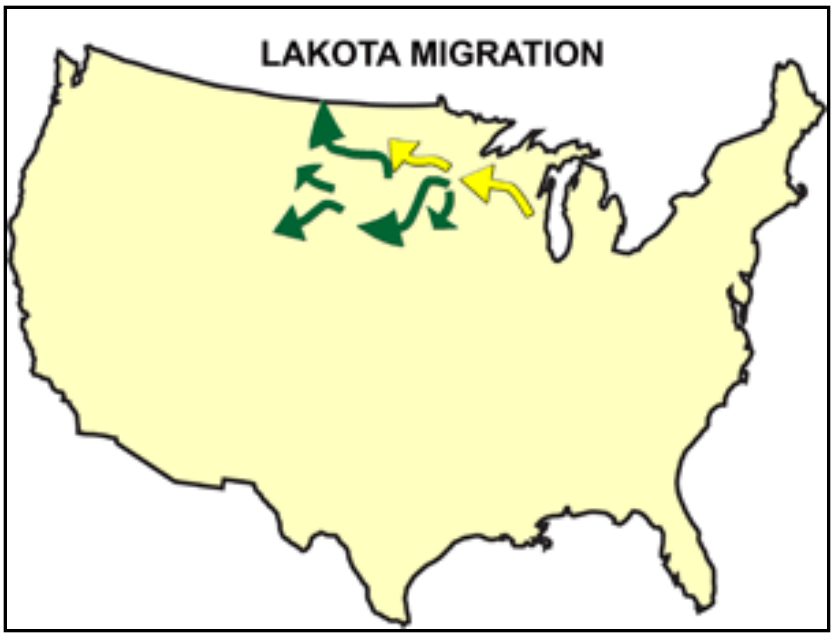
Directions: Answer the questions below.

1. What is a migration map? _____

2. Based on the title, what does the migration map on the right show?

   _____

   _____



3. Which Great Lake did the Lakota start out living near?

   _____

4. Approximately where did the Lakota move next? (Try your best to name the state!)

   _____

5. Name at least one place where the Lakota ended up. _____

6. What does a population map show?

   _____

   _____

7. Name one state where less than 9,479 Natives live.

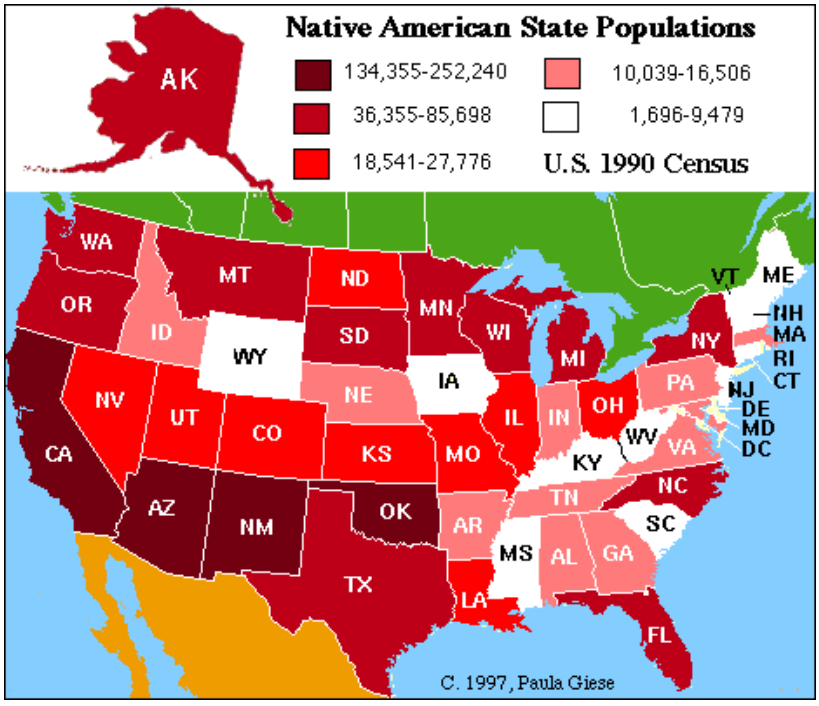
   _____

8. Name one state where more than 134,355 Natives live.

   _____

9. Does anything surprise you?

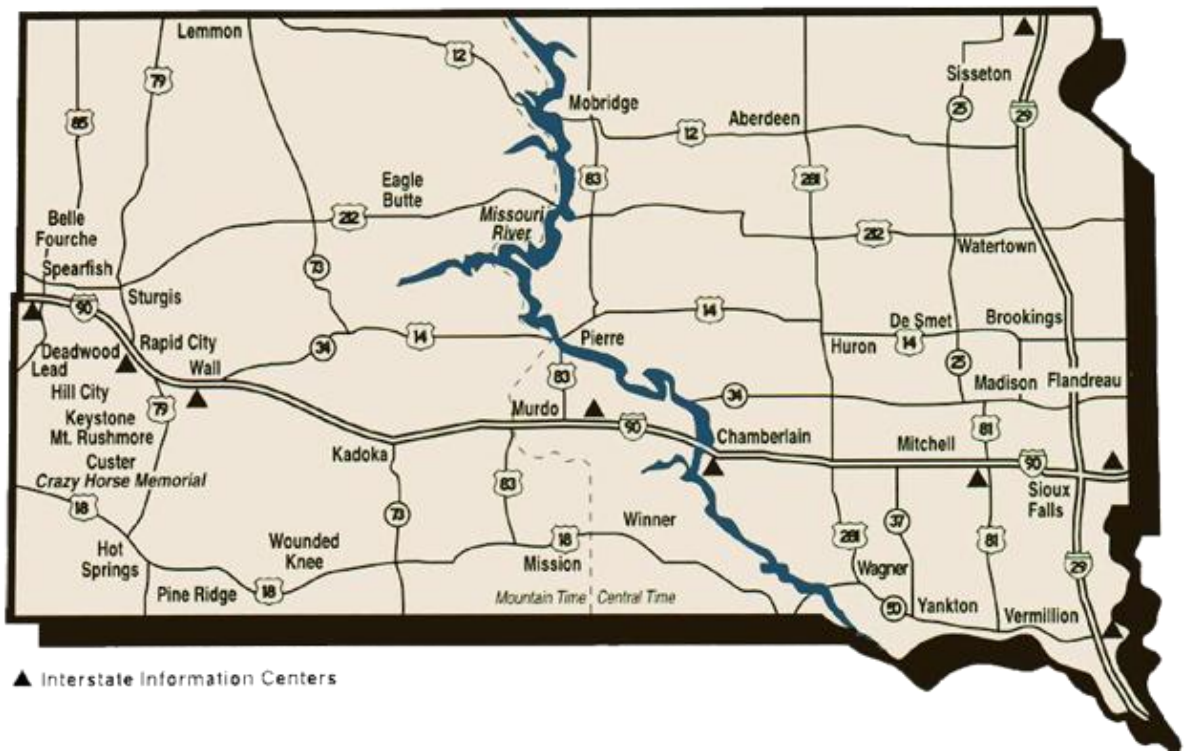
   _____



Name _____ Date_____

South Dakota Interstates

Directions: Use the map below to answer the following questions.



1. If you're in Murdo, what road would you take to get to Rapid City quickly? _____

2. If you're in Pierre and want to get to Mission, you would go south on _____, then west on _____, then south on _____, then east on _____.

3. If you're in Rapid City and want to get to Kadoka, you'd go _____ on _____.

4. If you're in Mission and want to get to Sioux Falls, you'd go _____ on _____, then _____ on _____, then _____ on _____.

5. If you're in Eagle Butte and want to get to Rapid City, you'd go _____ on _____, then _____ on _____.

Image from www.blackhillsbadlands.com/home/planyourtrip/maps/interstatemap. For educational use only.

Name _____ Date_____

States and Abbreviations

ALABAMA	AL
ALASKA	AK
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
DISTRICT OF COLUMBIA	DC
FLORIDA	FL
GEORGIA	GA
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA
KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NE
NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM
NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
OHIO	OH
OKLAHOMA	OK
OREGON	OR
PENNSYLVANIA	PA
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGINIA	VA
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI
WYOMING	WY

Source: US Postal Service

Name _____ Date_____

50 State Capitals

Alabama - Montgomery
Alaska - Juneau
Arizona - Phoenix
Arkansas - Little Rock
California - Sacramento
Colorado - Denver
Connecticut - Hartford
Delaware - Dover
Florida - Tallahassee
Georgia - Atlanta
Hawaii - Honolulu
Idaho - Boise
Illinois - Springfield
Indiana - Indianapolis
Iowa - Des Moines
Kansas - Topeka
Kentucky - Frankfort
Louisiana - Baton Rouge
Maine - Augusta
Maryland - Annapolis
Massachusetts - Boston
Michigan - Lansing
Minnesota - St. Paul
Mississippi - Jackson
Missouri - Jefferson City
Montana - Helena
Nebraska - Lincoln
Nevada - Carson City
New Hampshire - Concord
New Jersey - Trenton
New Mexico - Santa Fe
New York - Albany
North Carolina - Raleigh
North Dakota - Bismarck
Ohio - Columbus
Oklahoma - Oklahoma City
Oregon - Salem
Pennsylvania - Harrisburg
Rhode Island - Providence
South Carolina - Columbia
South Dakota - Pierre
Tennessee - Nashville
Texas - Austin
Utah - Salt Lake City
Vermont - Montpelier
Virginia - Richmond
Washington - Olympia
West Virginia - Charleston
Wisconsin - Madison
Wyoming - Cheyenne

Name _____ Date_____

Indian Nation Expert

State _____ Tribe _____

What language does your tribe speak? _____

List a few words in the Native language of your tribe and its English translation.

_____ _____

_____ _____

_____ _____

_____ _____

Was your tribe famous for anything? What?

_____

What animals were sacred to your tribe?

_____

What other tribes are in the same state as your tribe?

_____

Any other fun facts?

_____