

## Ring and Pole Native American Game

<b>Grade:</b> 4th & 5th		<b>Subject:</b> Social Studies, Physical Education	
<b>Materials:</b> -Hula hoops (6) -Sticks (about 12) -Yarn (for hula hoops)		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> € Direct instruction      € Peer teaching/collaboration/ € Guided practice      € Cooperative learning € Socratic Seminar      € Visuals/Graphic organizers € Learning Centers      € PBL € Lecture      € Discussion/Debate € Technology integration      € Modeling € Other (list)		<b>Guided Practices and Concrete Application:</b> € Large group activity      € Hands-on € Independent activity      € Technology integration € Pairing/collaboration      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:	
<b>Standard(s)</b> 4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota		<b>Differentiation</b> <b>Below Proficiency:</b> -Roll the hoop slower -Have the student get closer to the hoop -Hold the hoop still for students to throw -Have students discuss ideas with the class before the end review <b>Above Proficiency:</b> -Get further away -Roll the hoop quickly -Help lead in discussion of ideas <b>Approaching/Emerging Proficiency:</b> -leave lesson as is <b>Modalities/Learning Preferences:</b>  Auditory- listening to instruction  Visual-watching our example the game  Kinesthetic- playing the game	
<b>Objective(s)</b> -By the end of the lesson, the students will be able to actively participate in a Native American game by throwing an object at a moving target. -By the end of the lesson, the students will have an understanding of Mandan Native American culture and their daily lives by playing a Native American hunting game.  <b>Bloom's Taxonomy Cognitive Level:</b> Understanding		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Students are expected to be safe with the sticks. Only throwing them when they are told to.</li> <li>Students need to stay behind the line...DO NOT GET STICK while people are still throwing them.</li> <li>Students should walk to their place while they are carrying their sticks. Do not run with the stick in hand!</li> <li>Students are expected to have a voice level 0 while directions are explained.</li> <li>Students can be at a level 2 while playing the game.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>We will gather in a half circle around us in the field area for explanation and history of the game.</li> <li>We will use a whistle to grab attention during the games.</li> <li>Students will find someone that has the same or similar color shoes as them. This person will become their partner.</li> <li>We will use cones to make a line that students have to stay behind while throwing their stick. They cannot cross the line unless directed by a teacher.</li> <li>To group them into two groups, we will have the partners play rock, paper, scissors. The winner goes to one team and the loser goes to the other.</li> <li>There will be three leaders per team.</li> </ul>			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Use yarn to make a "web" on the hula hoop</li> <li>Collect Sticks</li> </ul>		
<b>5 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		

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	<p><b>Santana &amp; Kat:</b> One group leader will roll a hula hoop across the ground, while another group leader throws a stick (representing a spear) at the hula hoop attempting to get it through the center.          -"This is Tchung-Knee (Hoop &amp; Pole Game). The Mandan tribe used to play this game."          -"Does anyone know why the Native Americans played this game?"</p>
<p><b>5 min</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>  <b>Abby &amp; Madi:</b> The Hoop and Pole Game was used to help Native American children learn how to hunt while having fun          - They usually played when all of their work was done/downtime          -It proved itself to be a very athletic game, showing who would be some of the best hunters in the tribe          -About 3 children could play per one hoop          -They would gather around on a flat surface          - One would roll the hoop and the other two would throw their stick at the rolling hoop (sometimes while they ran)          -The point of the game was to get their stick through the hoop          ASK - Who knows what the hoop represents?          -The hoop represents the animal and the middle circle represents the heart</p> <p>Bring out materials</p> <p>The hoop was usually made by bending a branch into a circle and holding it together with buffalo raw hide - some tribes used corn husks, bark, and other plants          The inside of the hoop was made with raw hid or string - oftentimes made designs, different shapes, etc.</p> <p>The spears were made out of sticks with a handmade arrow tied to the end, again typically with raw hide</p> <p>Explain that the sticks are representing the spear that they would have used when hunting          Show the hula hoop and where the "heart" is</p> <p>Ask students how they think the game is scored</p> <p>Explain that each tribe scored the game in different ways          Some scored based on the shape that the spear was thrown in, others by how many times the spear went through the hoop, etc.          For our game, we will keep score like this:          In the hoop at all - 1 point          In the center circle - 3 points          First group to 10 wins</p> <p>Show the students where we will be playing</p> <p>Show an example or two</p> <p>We will be in groups of 2. You will compete against your partner</p> <p>Divide the students          Hand out materials</p> <p><a href="http://www.nativetech.org/games/hoop&amp;pole.html">http://www.nativetech.org/games/hoop&amp;pole.html</a>  <a href="https://americanart.si.edu/artwork/tchung-kee-mandan-game-played-ring-and-pole-4407">https://americanart.si.edu/artwork/tchung-kee-mandan-game-played-ring-and-pole-4407</a></p>
<p><b>15-20 min</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>  <b>Kaitlyn &amp; Claire:</b> -After introducing the rules, students will get with a partner and get their sticks and a hula hoop.          -Students will find a space where there is room to safely practice.          -The students will get close to 5 minutes to practice, with one student throwing and one tossing the hoop.          Give students a warning, halfway through when they should switch thrower of hoop and stick.          -Abby will blow her whistle, gather students back together          -divide the students into two teams.          -Send one team with two leaders and the other team with three          -The teams will then compete to see who can get the 'arrow' in the hoop the fastest</p>

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	-Play this for the remainder of the time - the last three minutes	
<b>3 min</b>	<b>Review (wrap up and transition to next activity):</b> -Group leaders will be leading their own group in small group discussion about what they have learned. -Review the symbolism of the hoop and why Native Americans aimed towards the center. -Why did the Native Americans play this game? -Why was this important to them?	
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> -Observe how well the students throw their spears through the moving target -1-5 how do you feel about the rules in the game?  <b>Consideration for Back-up Plan:</b> -Stop the exploration and give them further direction to clarify understanding	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> -Reflective questions on the game -What did you learn about Native Americans through this game? -Why did Native Americans play this game? What was the purpose? -What did you gain from playing this game? What skills? Knowledge?  <b>If applicable- overall unit, chapter, concept, etc.:</b>	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>		