

DAKOTA IDENTITY, RELATIONSHIPS, & SUSTAINABILITY LESSONS- CANADA 150 GRANT

GRADE: KINDERGARTEN	SUBJECT: Social Studies:
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BIG IDEA: Greeting people in their own language allows people to feel included and have a sense of belonging.	ESSENTIAL QUESTION: How do we greet each other in the language of our first nation people and Chief Whitecap?
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Overview:

As a class, students will learn the importance of greeting others in their own language by using greetings in the Dakota language. The Dakota language will be specifically taught through a variety of short multimedia presentations.

TIME DURATION: ON GONG LESSONS Introduction and practice-until such time as students can use the greetings on their own and respond appropriately	MATERIALS REQUIRED: <ul style="list-style-type: none">• <u>Video of Charles Red Hawk students greeting each other</u>• <u>Dakota Greetings Show</u>• Anchor chart and coloured pens• <u>DAKOTA GREETINGS INFORMATION CARD</u>
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STAGE 1: SASKATCHEWAN CURRICULUM OUTCOME

Social Studies:

INK.2 a) Describe the diversity of groups represented in the classroom

- Investigate the diversity of languages and cultural traditions represented in the classroom and school, and recognize the role language and culture play in an individual's unique identity.

Additional outcome

ELA Outcome: CCK.3

- Use oral language to converse, engage in play, express ideas, and share personal experiences.

**LESSONS CREATED BY:
LEZLIE GOUDIE-CLOUTIER & MICHELLE PANTEL**

LESSON TEMPLATE ADAPTED FROM UNDERSTANDING BY DESIGN
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STAGE 2: ASSESSMENT

By the end of this lesson, students will be able to greet each other with the appropriate Dakota greeting, as well as a variety of other languages known to students in the classroom.

Dakota Greetings are gender specific

Boys-háu

Girls han

STAGE 3: PROCEDURES

MOTIVATIONAL SET:

Explain to students that it is important for everyone to be able to say hello and feel welcome in their own language. Since their school is named after a Dakota chief, located on traditional Dakota land and there are also some Dakota students in the school, it is important to make them feel welcome and understand the language of the people who were here first.

MAIN PROCEDURES/STRATEGIES:

Ask children if they know how to say hello in another language other than English. See what they come up with-do they speak this language at home? How did they learn it? How do they feel when other people learn to say hello/goodbye in their own language? How many languages does our class know?

The teacher could introduce a language they know to the group.

Write the words on an anchor chart and practice saying them. Use different coloured markers for each language. Place the students name beside the language they mention or speak at home.

CLOSING:

Practice daily and use the Dakota greetings all year round

POSSIBLE ADAPTATIONS, DIFFERENTIATIONS OR EXTENSIONS

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Go further by including and practicing see you later or see you soon in Dakota : **Toksa oke**
Learning a variety of greeting in other languages and teach them to Care partners and parents.

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