

Title

Dakota Wokiksuya Memorial Ride Song

Grade Level

High school, 10-12 Grades

Theme

Reconciliation and dealing with emotions from the “Dakota 38 + 2”

Duration

2 Weeks

Goal

Students will be able to present the story or emotions of the Ride in song form.

Objectives

Students will be able to

- 1) Describe what happened with the Dakota 38 + 2
- 2) Describe why (the purpose of) the Dakota Wokisuya Memorial Ride took place
- 3) Create an original song utilizing either the story of the Memorial Ride or the emotions of the people who take part in the Memorial Ride
- 4) Understand the tone and connotation of the given language

South Dakota Standards

Digital Music Production

DMP3.3 Construct layered digital music for publication

Music Standards

2.2 Students will communicate their thoughts and ideas through the creation of music.

5.2 Students will understand music's relationship to society, history, and culture.

Reading

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

Cultural Concept

The concept of remembering and honoring

Cultural Background

The concept of the Dakota Wokiksuya Memorial Ride came about because of a dream that Native spiritual leader Jim Miller had in 2005. In the dream he saw himself riding on horseback across South Dakota to a riverbank in Minnesota at which point he saw 38 of his ancestors in the same spot where the 38 Dakota warriors were hung. From this dream, Jim decided that he needed to organize a horseback ride from Crow Creek to the Mankato hanging site to remember and honor those warriors who lost their lives. Jim’s hope is that by participating in the Dakota Wokiksuya Memorial ride bring healing.

Student Activities

- 1) Presentation about “The Dakota 38 + 2”
- 2) Students will watch “The Dakota 38” movie
 - a. Discuss the purpose of the Dakota Wokiksuya Memorial Ride
 - b. Discuss the emotions that the students observed
 - i. How did the people in the movie deal with their emotions

- ii. How do the students in class deal with their own emotions
- 3) Presentation about music in the Dakotas history and culture
 - a. Emotions behind or in the music
 - b. The sounds heard
 - c. The instruments utilized
- 4) Students will create a song either telling about the Ride itself or expressing the emotions of the riders
 - a. Songs may or may not have words – that would be up to how the student
- 5) Students will present their songs to the class
- 6) The class will critique the songs for content and correct flow (beginning, middle, end of song)
- 7) Students will have the opportunity to make changes to the song and then turn in the final project

Resources

Computers, speakers, microphones, headphones, Ableton or other music creation software, midi-keyboards or other musical instruments, DVD – “Dakota 38”, Internet, examples of Dakota music

Assessment

Self-assessment, group evaluation, presentations, music rubric

References

Hagerty, Silas. (2012). *Dakota 38*. US: Smooth Feather Productions

Baker, James H. (February 8, 1887). The Indian Ware of 1862. In *The Sources of the Mississippi: Their Discoveries, Real and Pretend* (The Minnesota Historical Society, Ed., Vol. VI, Part 1, Part 1, pp. 289-293). St. Paul: Minnesota Historical Society Press.

The U.S.-Dakota War of 1862, Minnesota Historical Society. "." Accessed July 23, 2014.
<http://usdakotawar.org/history/war-aftermath/trials-hanging>

Developer

Laureen Mehlert

Laureen.Mehlert@k12.sd.us

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Additional Information

Please note that this plan may be adapted for any grade or skill level.