

Title

Dakota *Wokiksuya* Memorial Ride

Grade Level

Elementary (K, but could be adjusted to any grade)

Theme

Transportation

Duration

16 days (to track the progress on the ride) or 1 hour for introduction on the first day.

Goal

Students will understand the significance of the Memorial Ride and the time and effort put into the ride.

Objectives

Students will be able to

1. List different modes of transportation in a gradual order. (slowest to fastest)
2. Develop their own memorial ride with a supportive details by illustrating and/or writing.

South Dakota Standards

Reading:

RLK09. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RIK03. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Math:

KMD1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

KMD2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Social Studies:

K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).

Cultural Concept

The concept of remembering those who have gone before us and keeping those spiritual feelings and stories alive.

Cultural Background

According to the film *Dakota 38*, the ride commemorates the 38 Dakota hanged in Mankato on Dec. 26, 1862, as well as two Dakota leaders who escaped to Canada but were later captured and executed at Fort Snelling. Jim Miller had a vision in 2005 about this ride to take their horses and ride 330 miles in 16 days.

Student Activities

1. Information about the ride will be told to the students and pictures shown of rides in the past. The students will discuss any memorial rides/walks/run they may have been on or heard of.

2. Students will then go into a discussion about transportation and different forms of transportation, such as horse, car, train, and which one would be faster, slower etc. Also what is needed to run that transportation.
3. The children will then develop their own ride by drawing a picture and/or writing about what their ride would be in memory of and what form of transportation will be used.
4. Students will help the teacher track the places they stop along the ride by marking them on the map to see how much farther they have to go each day.

Resources

Paper, markers/crayons, pictures of the memorial ride, map (possibly track on smartboard)

Assessment

Oral presentations, Feedback in discussions

References

- Anderson, Gary C. (1986). The Last Campaign. *In Little Crow: Spokesman for the Sioux* (pp.162-179). St. Paul: Minnesota Historical Society Press.
- Baker, JamesH. (February8, 1887). The Indian War of 1862. In *The Sources of the Mississippi: Their Discoveries, Real and Pretend* (The Minnesota Historical Society, Ed., Vol. VI, Part 1, pp. 289-293), St, Oayk: Minnesota Historical Society Press.
- Hagerty, Silas. (2012). *Dakota 38*. U.S.:Smooth Feather Productions.
- Dakota 38 memorial ride on Facebook.

Developer

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Additional Information

Other ideas to add to this to fit standards in older grades

- Comparing and tracking the Iditarod, but stressing that it is a race, not in memory of anyone such as the memorial ride.
- Graphing the choices of the students' memorial ride transportation
- Discussions about the type of community members that may need to be involved in the ride, such as police officers, farmers, etc.
- Discussions about what the riders/animals on the ride would want or need for the ride and comparing it to when the students may go on a vacation/camping.