Title
Origins and Ideals.

Grade Level
South Dakota Department of Corrections staff—Completion of high school/ some higher education.

Theme
Diversity in the workplace—staff and inmates.

Duration
2 hours.

Goal
Students will find a deeper understanding of the Lakota Culture and explore similarities between cultures.

Objectives
1. Students will become familiar with the Lakota Origin Story.
2. Students will be able to identify the botanicals used in ceremonies, the religious property allowed in cells and common areas.
3. Students will also learn a few Lakota words and become familiar with the Tribes within South Dakota.

South Dakota Standards

Cultural Concept
We are more similar than we think and work towards the same ideals. We must search for the positives in the cultures we work with since so much of our energies are spent working with the worst of most cultures.

Cultural Background
Lakota Origin Story will be told drawing on parallels of the Judeo/Christian Creation story.

The Sundance and Other Ceremonies of the Oglala Division of the Teton Dakota.

Student Activities
1. Students will be broken up into 6 groups.
2. Teacher will begin by writing a possible Lakota timeline on the white board.
3. Teacher will explain that the answers to some of the upcoming activities are in the story.
4. Teacher will start telling the Lakota Origin Story—drawing out the story on the board. Teacher will also discuss 7 Sacred Rights of the Lakota—Charlie White Buffalo.
5. Each group of the 6 will be given a box containing a table activity.
   A. Botanicals
      I. Students will have to identify the samples of botanicals and how they are used.
         i. Sage
         ii. Tobacco
iii. Pipe mixture
iv. Cansasa
v. Sweet grass
vi. Flat cedar
vii. Rose Petals
viii. Raspberry leaves
ix. Peppermint leaves
x. Anise
xi. Bitterroot
xii. Bear root

II. Students will have to identify the contraband in the box.

B. Religious Property In Cell
I. Students will have to identify the property and the group it belongs to.
   i. Headcoverings – Jewish and Muslim
   ii. Pipe
   iii. Tallit
   iv. Medallion
   v. Medicine bag
   vi. Religious books
   vii. Prayer rugs – Muslim and Buddhist
   viii. Prayer beads – Muslim and Buddhist

II. Students will have to identify the contraband in the box.

C. Religious Property In Lockerboxes
I. Students will have to identify the property and the group it belongs to.
   i. Candles – Asatru, Wiccans
   ii. Dance Regalia
   iii. Cauldron - Wiccans
   iv. Mortar and Pestle - Wiccans
   v. Havdalah Set – Jewish
   vi. Tarot Cards – Wiccans
   vii. Rune Stones – Asatrus
   viii. Horn – Asatrus
   ix. Menorah – Jews
   x. Picture of Buddha – Buddhists
   xi. Religious Literature – All religions

II. Students will have to identify the contraband in the box.

D. Native American Tribes
I. The box will contain a flash card for each Tribe with the following information:
   i. Reservation Name
   ii. Tribe Name
   iii. Established Date
   iv. Major Events
   v. Description of Flag
   vi. Famous People
vii. Largest Community
viii. Size in comparison to other Tribes in the US

II. Students will have to answer questions about each Tribe by reading each of the flash cards.
   i. Locate each Tribe on a map
   ii. Name the Largest Community for each of the tribes
   iii. What is the establishment date for each of the tribes?
   iv. When and what was Wounded Knee?
   v. Which tribe was given the pipe?

E. Origins
I. Match the Lakota with the English.
   i. Inyan Trickster
   ii. Wi Earth
   iii. Skan Rock
   iv. Maka Whirlwind
   v. Hanwi Feminine
   vi. Tate Winged One
   vii. Wohpe Moon
   viii. Wakinyan Winds
   ix. Iktoni Rock
   x. Yumni Whirlwind
   xi. Ite Wizard
   xii. Kanka Beautiful Woman
   xiii. Wazi Witch
   xiv. Tokahe Buffalo People
   xv. Pte First Lakota
   xvi. Eya East
   xvii. Yata South
   xviii. Okaga West
   xix. Yanp North

II. What are the similarities between the Judeo/Christian and the Lakota Origin Stories?

III. Where did the pipe come from?
IV. Where did Tokahe emerge from?
V. Name the Seven Sacred Rights of the Lakota.

F. General Trivia
I. How do you define diversity?
II. Why is diversity important to the SDDOC?
III. Native American quiz
IV. What can we do to promote diversity amongst staff?

Resources
Information provided in boxes.

Assessment
1. Self Assessment.
2. Group Evaluation.
References

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Additional Information

*Cheyenne River Sioux Tribe*
Four Bands of the Lakota Nation:
- Minicoujou
- Itazipco
- Sihasapa
- Oohenumpa

Flag:
- Blue: Thunder Clouds and 4 winds
- Rainbow: People are the keepers of the Most Sacred Calf Pipe – a gift from the White Buffalo Calf Maiden
- Eagle Feathers: Represent the Spotted Eagle who protects all Lakota
- Two Pipes: One pipe is for the Lakota, the other pipe is for all other Native American Nations.
- Yellow: Sacred Hoop, which cannot be broken.
- Sacred Calf Pipe Bundle in Red: *Wakan Tanka*—Great Mystery

All colors of the Lakota are represented:
- Red, Yellow, Black and White: Major Races
- Blue: Heaven
- Green: Earth

Established in 1889.
Largest Community: Eagle Butte.
White Buffalo Woman brought Pipe to the Itazipco Band.
Sue the dinosaur found on Cheyenne River Tribal Lands.
4th Largest Indian Reservation in the United States.
Pine Ridge Indian Reservation
Oglala Sioux Tribe

Flag:

Nine White Teepees in a Circle: Each teepee represents a political subdivision of the Oglala:

1. Wakpamni District.
2. Porcupine District.
3. Wounded Knee District.
5. Pass Creek District.
6. Eagle Nest District.
7. White Clay District.
8. LaCreek District.

Field of Red: Represents the red blood of the “red man” Red is a “wakan” color—holy color.

Blue Border: Blue Sky in the four directions loyalty of the Oglala Sioux Tribe the USA.

Established in 1889.
Largest Community: Pine Ridge.
8th Largest Reservation in the USA.
12/29/1890 Wounded Knee Massacre.

Famous Oglala:
Crazy Horse
Chief Red Cloud
Chief Big Foot
Russell Means
Craig Howe
Billy Mills—Olympic Gold Winner