

Deb Snyder – Grade 2

Unit: Shifting Power/Ecological and Economic Changes

OBJECTIVE:

One of the main themes of the workshop at Ft. Robinson was the ecological changes and shifting that has happened over time. I already do a service learning project in my room, when we leave the room we always make sure that we turn off the lights. It is a small step but something that can make a difference nonetheless. It was my hope to continue to open the eyes of my students by doing this project on the ecological and economic changes that have occurred over time when it came to the use of toys and games.

Young students today don't see the importance of the dollar and they don't see the joy in playing with the simplest things. I wanted my Native American students to make a direct connection to their ancestors and see what kind of games that may have been played years ago. The Winnebago Tribe did not originally come from the plains but it would be a good time to introduce games that could have been played by other tribes into their knowledge base.

I would like them to see that money and dollars don't always make the best toy or game. Over time the shifting of power has occurred in this respect. We have gotten away from the simple pleasures in life and continue to look for things on the outside to entertain us. There are many times that the very thing we are looking for is right in front of us.

Given that I teach on a reservation school and nature has always been important to the Indian I felt that this would be a good introduction to the students to a simpler way of playing a game and make an authentic connection to their heritage and culture.

Grade Level: 2<sup>nd</sup> Grade

Unit: Shifting Power/Ecological and Economic Changes

Teacher: Deb Snyder/Winnebago Public Schools

### Objectives

The student should be able to understand the ecological and economic changes that occur by using modern toys and games as opposed to the toys that their ancestors would have used.

### Standards

#### Social Studies:

4.1 , 4.2, 4.3, 4.4, 4.7,

#### Science:

4.4.3, 4.5.1, 4.6.3, 4.7.3,

#### Language Arts:

2.1.3, 2.1.6, 2.2.1, 2.3.1, 2.3.2, 2.3.3,

### Anticipatory Set

Give the students a variety of materials from nature and ask them to make a toy.

Discuss the cost to nature and their pocketbooks by doing so.

### Teaching: Input

Show pictures of a variety of Native American toys and games. Read a legend about children playing a game.

*Native American Games and Stories* by James and Joseph Bruchac, Fulcrum Publishing, Golden, Colorado copyright 2000.

### Teaching:

The teacher will provide materials to make a variety of toys; the categories will be Ball Games and Team Sports, Games of Chance, Games of Skill and Awareness Games or Games of Nature. The students upon making the toys will be asked to put them into the appropriate category and explain why they put them there.

We will then make a comparison to games and toys that the students currently play with and see what kind of comparisons we can make. Look for similarities and differences.

Discuss which toys or games they would prefer to play and why?

Look deep into the reasoning; is it the design, the cost, what their peers may think, etc.?

Extension: Look for possible ways to change the toys or make additional toys or games from the supplies that were given.

### Additional:

Discussion on the games and toys their ancestors would have played and why they played those games.

What toys were made of in the past compared to the materials that go into toys today?

Discuss the environmental changes that are caused from the materials used to make toys and games today vs. the games from the past? Ex: Plastic, internal parts that are not recyclable, metal pieces, etc.

Discuss the economic changes, the cost of the different sets of toys.

Closure:

Make a Venn diagram of the similarities and differences between toys from the present vs. toys from the past.

Students will write a short paragraph explaining which toys they liked best and explain why.

Finish with another Story from the book.

Materials

Different sizes of sticks, twine, old socks, tennis balls, and balls made of strips of cloth, moccasins, coat hangers, and strips of leather, hula-hoops, rocks & stones, blindfolds.

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Duration

4-5 lessons of 30-45 min. each.