Traditional Games Model Lesson Plan

Line Tag – Grade Four

Stage 1 Desired Results

Established Goals

The health education content standards for fourth grade are that each student will:

3. identify personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures.
19. demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices.

The physical education content standards for fourth grade are that each student will:

3. Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures;
13. Adhere to rules of etiquette in a variety of physical activities;

Essential Understandings 1: There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 3**:** The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the "discovery" of North America.

Understandings

- The human body is a tool for our own survival; physical skills such as throwing or hanging-on or balance are needed in everyday life. We also survive by our ability to invent things or work our solutions to problems.

Essential Questions

- How is our body an important tool for survival?
- What physical and mental skills must we have to survive in our modern world?
- Is survival easier by oneself or with others?
- How does sharing and cooperation help us survive?

Students will be able to…

- move through four stations to learn physical skills for survival, invention, and problem solving.

Students will know…

- what physical skills are needed in the Blackfeet games of Make the Stick Jump and Line Tag.
- how to make a string game design which they have "invented."
- how to seek solutions to the Tie-up game (sharing ideas).

Stage 2 Assessment Evidence

Performance Tasks

1. Practicing each of the four games, rotating through stations.
2. Demonstrating physical skills of throwing, strength (hanging on), and balance by participating in two Blackfeet games.
3. Demonstrating how *invention* is different from *solving* through the string game and the tie-up game.

Stage 3 Learning Plan

Teaching Area

(Indoors or outdoors or in a gym) 50' x 50' for 26 students in pairs.

Station 1: Blackfeet Make the Stick Jump game

Station 2: Blackfeet Line Tag game

Station 3: String Games (universal Indian game)

Station 4: Chippewa and Inuit Tie-Up game

Equipment Needed

Station 1: Make the Stick Jump - Six marking sticks and six footbags (hacky saks or bean bags)

Photo courtesy of DeeAnna Brady-Leader

Station 2: Line Tag - Marked off area 50'x50' (half gym) no equipment needed.

Station 3: String Games - Sit on floor in circle (six student circle) 10' diameter. One 24"string (tied end to end to form circle shape) for each player in group (approximately six players).

Photo courtesy of DeeAnna Brady-Leader

Station 4: Tie-Up game - One rope for each student with a slip knot at each end of the rope. Six students in station, then six ropes.

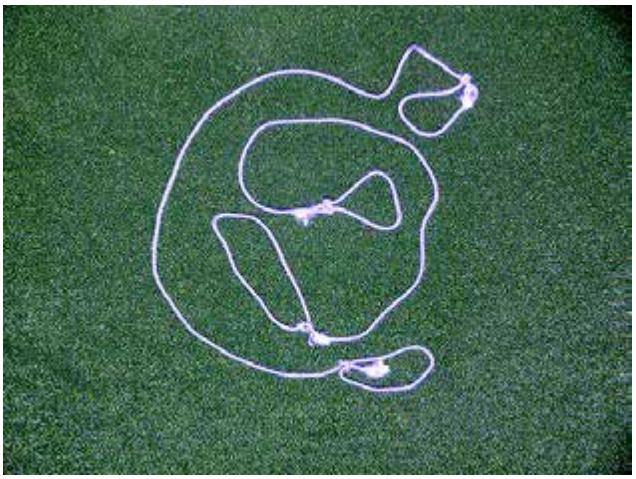

Photo courtesy of Ti Stalnaker, Blackfeet, ITGS Board of Directors

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Game Rules

Participants will move through four stations to learn physical skills for survival, invention, and problem solving.

Station 1: Make the Stick Jump (Blackfeet). Five sticks are placed in line on the floor, about six feet between each stick. Three players stand behind a starting line that is 6' from the first stick and facing the opposing team that is 6' beyond the farthest stick, facing them. Three footbags are on the floor at the starting line of both teams who are lined up one behind the other. The first person in line 1 will throw three times. The first person in the line 2 then throws three balls at the sticks.

The goal of this game is to gain points for your team by hitting the sticks and making them "jump or move." The first stick closest to your team is worth 1 point if hit; the second is worth 2 points; third stick, 3 points; fourth stick, 4 points; fifth stick, 5 points. Points can be kept by each side or a selected player can use counting sticks from a can beside the playing court, to make two stacks of sticks, one for each team, with one counting stick placed in the team's pile for each point earned. The counting sticks are added at the end of the game. The game round is each player having one turn throwing; however, more than one round can be played according to rotation time. The value expressed in this game is sharing turns, truthfulness in counting and hitting sticks. (Blackfeet Games Project, 1991, Browning Middle School)

Station 2: Line Tag (Blackfeet). All players form a line holding hands. The idea of the game is for the first person in line to tag the last person in line. Everyone else simply "hangs-on" and tries, to help the first person reach the last person, to tag him/her. If the line breaks, the last person goes to the front of the line to become the "tagger." Every time the last person is tagged, he/she becomes the "tagger" at the front of the line. The idea of the game is to avoid being "tagged" longer than anyone else. The social skill in this game is humor, laughter, and encouragement. The physical skill is strength, against the odds of five to one, because everyone is trying to help the "tagger" tag the tail or end-of-line person. (Blackfeet Games Project, 1991, Browning Middle School)

Station 3. String Game (universal game of Indigenous people of the Americas). This is a game played throughout the Americas, most noted in the Eastern tribes, but found in all regions. The social skill of this game is sharing your idea or invention with others. (Use examples above under "equipment" to start.) Storytellers in winter lodges used string figures to help illustrate the story. With the string, they formed pictures of objects from the stories. Children shared different ways to make figures such as drums, tipis, or cradles. (Titus, David*)*

Station 4: The Tie-Up Game (Eskimo and Turtle Mountain Chippewa). In the old Indian culture of some tribes, there was a way of making young people learn to work together. If two young people were fighting or arguing, an uncle or aunt would often tie the two together in a way that cooperation between the two had to occur or they would not be able to get out of the tie-up. In this game, the two would be loosely connected by one rope passing over the other person's rope with both ends of each rope simply holding each wrist with a slip knot. The two players are told they must work together to become separated from each other "without taking the slip knots off their wrists." After much encouragement to keep trying or after both players are talking to one another and cooperating with

one another, then someone can help them solve the puzzle. The social skills are sharing, cooperating, and conflict resolving.

Vocabulary

Invention - Something new, devised, or thought out by the mind.

Solution - An explanation or answer to a problem.

Conflict - A sharp or intense disagreement between persons.

Survival - Living beyond the life of, or continuing longer than another person, thing, or event.

Concepts

Survival a long time ago meant that everyone in an Indian village had to have physical skills of strength, dexterity, and endurance. They also needed to develop skills of problem solving and inventive ideas for food, shelter, and safety. Today, what physical and mental skills must we have to survive in our modern world? Is survival easier by oneself or with others? How does sharing and cooperation help us survive?

Concepts: strength, manual dexterity, invention, problem solving

Safety

There should be concern for safe distances between all players and during the line-tag game, rough jerking of players should be discouraged.

Resources

Books

Culin, Stewart*, Games of the North American Indians*, New York, NY: Dover Publications, Inc., 1975.

Holmes, W.H., *Twenty-Fourth Annual Report of the Bureau of American Ethnology to the Secretary of the Smithsonian Institution 1902-1903,* Washington, DC: Government Printing Office, 1907.

International Traditional Games Society. *Blackfeet Children's Games,* Press, 2013.

Titus, David, *Native American String Figures*. WRDSMTH Productions, 2003.

DVD

Eagle Watch and International Traditional Games Society "Recovery of American Indian Games."

Websites

International Traditional Games Society

Montana Office of Public Instruction, Indian Education for All Unit

Great Falls Schools, Indian Resource Library
Scroll over District, Click on Department List and choose Indian Education for All