

Lesson 10: Living Together in *Mni Sóta Maḵoce*

Main Idea: We all belong to Mni Sóta Maḵoce.

Essential Questions:

- How can I be a good relative in and with Mni Sóta Maḵoce?

Learning Goals (Students will know that):

- Acknowledging the history and presence of the Daḵota people in Mni Sóta Maḵoce makes our shared history and present more complex and rich.
- Mitakuye owas'iq can apply to all of us.

Students Will Be Able To:

- Identify ways that Daḵota youth and elders preserve and cultivate their language, culture, and connection to Mni Sóta Maḵoce.
- Identify ways that they can individually or together preserve and cultivate Daḵota language and culture in Mni Sóta Maḵoce.

Student Tasks:

Daḵota interviews and reflection

Assessment Tools:

Interview reflection

Personal reflection

Post-unit essay

Main Lesson Activities (all times are suggested as a guide):

1. Review Key Daḵota Vocabulary – 10 min
2. **View and reflect on videos/interviews of Daḵota people** – 15 minutes
3. Unit reflection: What do I know? What can I do? – 20 min

Prior Knowledge Activated:

Lessons 1-9

10.1 In the Classroom

Learner Resources	Teacher Materials
<p>Media Resources: Login by clicking Login button or going to: http://dakotawicohan.org/my-account/ - Username: DW - Password: dakota123 Then go to: http://dakotawicohan.org/lessons/lesson-10-living-together-in-mni-sota-makoce/ and http://dakotawicohan.org/lessons/film-booklet-dakota-iapi-teunhindapi-we-cherish-the-dakota-language/</p> <p>Daḡota Community Interviews: - Dottie Whipple (1:53)</p> <p>Daḡota language in this lesson: - Daḡota – friend or ally - Daḡota wiḡoh’añ – Daḡota ways of living demataḡhaḡ ye/do – I am from (here)... emakiyapi ye/do – they call me - ikḡe wicaḡsta – common people/person - mitakuye owas’iḡ – all my relations; we are all relatives - Mni Sóta Maḡoce - land where the waters reflect the skies</p>	<p>Vocabulary: (add to ongoing wall chart or student notebooks) - ally – friend or supporter; someone who connects people to each other</p> <p>MN 6th grade Social Studies Standards Alignment: - 6.3.4.10.1 Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time - 6.4.4.20.4 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Daḡota people, especially in the areas of education, land ownership and citizenship. (Development of an industrial United States: 1870-1920).</p>
<p>Recommended Reading for Instructors</p>	<p>Other Materials</p>
<p>Northern Lights Connections</p>	
<p>- Chapter 20: Who We Are Today</p>	

10.2 Review Key Dakota Vocabulary

A big part of any culture is its language. Through the language of a people we can see what they value, how they view the world, and even sometimes, the history of a place. We've learned some key Dakota words and phrases. Let's practice them again and review their meanings.

Mni Sóta Maḵoce

mitakuye owas'ín

emákiyapi ye/do

Ask students to practice again introducing themselves in Dakota. Go around the room to hear from everyone.

Females: _____ *emákiyapi ye.*

Males: _____ *emákiyapi do.*

**Note: Remember the accent is on the second syllable—má.*

Dakota wiḵoh'áŋ

ikḵe wicašta

Ask students:

- *What other Dakota place names do you recall learning in earlier lessons?*

Ask students to respond to this question again:

- *Why does it matter to learn certain Dakota names and phrases?*

10.3 View and reflect on videos/interviews of Dakota people – 15 minutes

Review main idea, essential questions, learning goals and any vocabulary for the day.

Dottie Whipple (1:53 minutes)

[Find at Learner Resources Lesson 10: Living Together in Mni Sóta Maḵoḵe <http://dakotawicohan.org/lessons/lesson-10-living-together-in-mni-sota-makoce/>]

After viewing the video(s), ask students to consider these questions:

- *What do the people in this video care about?*
- *How do the people in the videos strive to be ikḵe wicaḵta?*
- *How do students see the worldview of mitakuye owas'ın playing out in the actions and stories they hear in the videos?*

10.4 Unit Reflection: What Do I Know? What Can I Do?

Let's take a moment to think about what we have learned about Mni Sóta Maḵoḵe and the Dakota people. The Dakota have always lived here. Despite a sometimes traumatic history the Dakota people continue to thrive and are working to reclaim and renew their language and culture in Mni Sóta Maḵoḵe. But no culture ever stays the same. People come into contact with each other and change each other in many ways, and as we have learned, sometimes they do this with force and on purpose, and sometimes they just live and interact with each other on a regular basis and end up absorbing ideas, language, and new ways of doing things from each other.

For Teacher	For Students	Additional/Optional
Ask students to respond to the same two questions that the unit started with.	Respond to these two questions as best you can. Write your answer in your journal or on a separate piece of paper. Use vocabulary and terms that you have learned so far in this unit as part of your response. Be as detailed as possible.	<ul style="list-style-type: none">• Remind students to use vocabulary that they have learned over the ten lessons in their responses.• Ask students to compare their answers to these questions at the beginning of the unit to their answers today. What is different?

For Teacher	For Students	Additional/Optional
<p>Ask students to reflect in writing about how they see themselves taking what they have learned about the Dakota in Mni Sóta Maḵoḱe and applying it to their future studies and experiences.</p>	<p>1) What is the connection or relationship that Dakota people have to the land in Minnesota?</p> <p>2) What relationship do you have to the land in Minnesota?</p> <ul style="list-style-type: none"> • If you had to share two main facts or ideas about the Dakota in Mni Sóta Maḵoḱe with someone outside of this class, what would you tell that person? • Why would you share those particular two things? 	<p>Students can discuss in small groups or individually first before a larger class reflection/discussion.</p>



For Teacher	For Students	Additional/Optional
<p><i>What does the word Dakota translate to in English? Remember that the word Dakota translates to "friend" or "ally."</i></p> <p><i>What does it mean to be an ally? What is our responsibility once we learn new information, particularly about a culture and their story that is not very well known or understood?</i></p>	<ul style="list-style-type: none"> • How can you contribute or be an ally to the Dakota people in Mni Sóta Maḵoḱe? • Who's in your circle? (think about communities, groups, social networks, churches) • Who listens to you? Who pays attention to what you do and say? • If you could do something to help other people in Mni Sóta Maḵoḱe know more about the Dakota experience what would that be? Think about it in terms of who you are, what kinds of things you are interested in, and what you know how to do. • If you could do something to help Mni Sóta Maḵoḱe, what would that be? 	<p>Possible responses to model for students or to prompt them:</p> <ul style="list-style-type: none"> • Sharing the knowledge you've gained through this unit about who Dakota people are and how they live now in Minnesota is an important way to be an ally to the Dakota people. • Learn some more Dakota language. • Pay attention to how other people talk about Indians, especially if they use stereotypes and correct them with what you know. • Think of ways to take care of the land as if it were your relative: plant a garden that is hospitable to bees; clean up trash; get involved in understanding the water quality of your local lakes and rivers. • Be grateful for everything you have that comes from Mni Sóta Maḵoḱe, food, building materials for your house, shade from trees, etc.

10.5 Optional Final Activity

(in pairs or small groups or as an entire class):

If time permits, have students complete a final community project that gives back to Mni Sóta Maḵoce. Encourage students to incorporate some of the Dakota language that they have learned (like introducing themselves and stating where they are from) in their presentations.

Here are some ideas:

- Organize the public forum where the youth will give presentations on their gifts to Mni Sóta Maḵoce. (PTA/PTO meeting, a school board meeting, a community event at school or community center, a church/civic group, a historic site, a local park, or simply another classroom)
- Write an article or create a YouTube video promoting Mni Sóta Maḵoce.
- Write a letter to the editor of a local newspaper or blog about an issue related to taking care of Mni Sóta Maḵoce that you feel strongly about.
- Plant a community garden near or on your school grounds.
- Clean up trash in a public area.
- Test the level of pollutants in a local stream or river and share the information with elected officials.
- What else can you and your students think of?