

Inquiry Design Model (IDM) Blueprint™ - Iktomi's Animal Warrior Society

NDNAEU 1: Sacred Relatives | How We Relate to Everything

Native people practice a deep interconnectedness with the land, the resources, the water, all living things and all human beings. Land stewardship, respect for all 2 legged, 4 legged, winged, crawlers and swimmers and a strong belief in the sacredness of all human beings are key elements of our spirituality.

NDNAEU 2: Learning & Storytelling | How We Promote & Sustain Our Cultures, Languages & Traditions

Traditional teaching and the passing on of knowledge and wisdom was done through storytelling, song, ceremony and daily way of life, often incorporating specific gender and age specific responsibilities. These continue to be some of the best modes for learning for both Native and non-Native learners.

NDNAEU 7: Native Identity | Who We Are

Individual and communal identity is defined and supported by shared Native languages, kinship systems, *Tiospaye*, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".

Compelling Question

Who was in Iktomi's Animal Warrior Society?

Standards and Practices

RL.4 Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

SL1.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Staging the Question

How do stories and legends help us to understand ourselves and the world around us?

Supporting Question 1

Who is Iktomi and how did he form his Animal Warrior Society?

Formative Performance Task

Gather students on the floor in a circle. Talk about legends. What is a legend? Is there one we know already? How do legends help us to understand the world around us?

Ask if anyone has ever heard of Iktomi or other tricksters. Share that we will be listening to a Lakota Elder share a story about Iktomi. Watch the video below of Duane Hollow Horn Bear telling the story of Iktomi and the Animal Warrior Society.

Discuss the story. Who were the characters? Where did it take place? What were some of the important events?

What character did you most identify with? Why?

Talk about how stories and legends can help us understand the world around us when we think about them in relationship to who we are and where we live.

Each member of Iktomi's Animal Warrior Society has a special gift or ability. What is something you are really good at? Talk to a friend nearby about the things you are both good at. Come up with one or two things that you do really well.

Write a short paragraph about how you might help Iktomi in his Warrior Society if you were able to join it using your gift or talent or how your gift or talent could help to solve a problem or prevent a problem from happening. Work with your friend to edit and offer feedback to complete your paragraph.

Featured Sources

<https://www.wolakotaproject.org/iktomi-and-the-animal-warrior-society/>

Summative Performance Task	Supported Claim (written/spoken) or Demonstration of Process (project-based)
	Invite students to share their paragraphs with the rest of the class. Offer feedback of how the gifts or talents would help Iktomi's Animal Warrior Society.
	Extension
	Act out the story told by Duane. Create a play with costumes and a set and perform it for families or other classrooms.
Taking Informed Action / Real World Application	Talk as a class about the importance of sharing your gifts and talents in the world. Come up with a plan for how each person will work to share their gift or talent to help another person. For example: If someone says they are really good at basketball, they could use that talent to invite another person on the playground to join him or her so he or she won't be lonely.