

Title

A Hurt, a Ride, a Redeeming Reconciliation

Grade Level

3rd grade

Theme

Living in a healing world.

Duration

60 minutes (may be broken into two sessions of 30 minutes)

Goal

Through the use of stories, students will gain skills of how to heal hurts that occurred and will occur in their lives.

Objectives

1. Students will be able to define reconciliation.
2. Students will be able to identify and apply three step to reconciliation:
 - Identify the hurt/feelings.
 - Accept responsibility -- You need to help yourself heal.
 - Action plan to begin reconciliation.

South Dakota Standards

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.
- 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use.
- 3.RL.2 Recount stories from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Cultural Concept

The Oceti Sakowin has ways of remembering, honoring, forgiving, reconciliation, and moving forward. These processes are vital to one's health and well-being.

Cultural Background

The Dakota War of 1862 was an armed conflict between the United States and the Dakotas. Treaties were being broken, and the Dakotas suffered injustices without reconciliation. Currently, the Dakota *Wokiksuya* Memorial Ride has become an annual event to honor the 38 Dakota men that were hung and to reconcile the injustices and hurts caused by this event.

Student Activities

1. Read aloud to the students *Knots on a Counting Rope* by Bill Martin Jr.
2. Discuss memories:
 - a. good and bad
 - b. why memories are valuable
 - c. feelings that memories give us
3. Read aloud to the students *The Black Book of Colors* by Menena Cottin.
4. Make a list of bad things that happen to you and assign a color:
 - a. Example: Someone took my favorite toy : red
 - b. Example: Someone didn't come to my birthday party : blue

5. Have the student use color to draw a bad memory, a time when someone did something wrong to him/her.
6. Tell the story of the Dakotas in Minnesota around the year of 1862. (Use excerpts from the Dakota 38 DVD.)
7. Discuss feelings about what happened to the Dakotas.
 - a. What should they do about it?
 - b. How does it feel to be powerless?
 - c. What the Dakota did: The Dakota 38 + 2 Memorial and Reconciliation Ride.
8. Teach the children that the action of the other person may still be wrong, but we don't always have reconciliation unless we work at it in our hearts.
9. Go back to the colored, bad memory pictures. If the student feels comfortable, have him/her share the bad memory. Allow classmates to suggest ways to reconcile the hurt.
10. Have students write a paragraph about their action plan for reconciliation.
11. Additional idea: Allow students to write "I'm Sorry" cards to themselves. What words would they like to hear from the person(s) who wronged them?

Resources

Children's Literature:

Knots on a Counting Rope by Bill Martin Jr.

The Black Book of Colors by Menena Cottin

Paper

Crayons (except the color black)

Dakota 38 DVD

Assessment

Participation (design a rubric)

Written culminating paragraph (6+1 writing traits rubric)

References

Anderson, Gary C. (1986). *The Last Campaign*. (pp. 162-179). St. Paul: Minnesota Historical Society Press.

Baker, James H. (February 8, 1887). *The Indian War of 1862*. In *The Sources of the Mississippi: Their Discoveries, Real and Pretend* (The Minnesota Historical Society, Ed., Vol. VI, Part I, pp. 289-293). St. Paul: Minnesota Historical Society Press.

Dakota 38 DVD, www.Dakota38.com, A film by Smooth Feather Productions.

The Dakota *Wokiksuya* Memorial Ride in Context video.

Developer

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Date

July 22, 2014