

Title

“Han, Unci! Han, Tunkasila!”

Grade Level

Pre-K thru Adult

Duration

4 class periods

Theme

Lakota language development using kinship terms.

Cultural Concept

The Lakota kinship system designates gender-specific terms that relatives use in speaking to each other. These terms show respect and imply certain responsibilities to each other.

Cultural Background

Lakota society has order and this is shown in the Lakota kinship system. A family and its extended relatives call each other by terms that are known in Lakota families to indicate how the speaker addresses those relatives, dependent on the gender and age of the speaker and of the person being spoken to. A Lakota person has several names. A name might be used to indicate birth order. A name is given at birth. Perhaps a name might be given in a ceremony later in life. Nowadays, English names are used. There is also the Lakota kinship names for every person in the family and extended family members.

Goal

Students will learn and use appropriate Lakota kinship terms, greetings, and phrases.

Objectives

1. Students will use correct Lakota kinship names, greetings, and phrases.
2. Students will use technology and other media to assist them in learning Lakota kinship names, greetings, and phrases.

South Dakota Standards

2.LVS.1.2. Students can follow rules of conversation.

12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.

World Languages Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

World Languages Standard 5.1 Students use the language both within and beyond the school setting.

2.CT.2.1. Students use a directed variety of modes for learning activities.

6.CT.2.1. Students demonstrate ways to present and publish information using a variety of common applications.

Student Activities

Day 1

1. Students hear, speak, read, and write Lakota kinship terms as applicable to the group. This could include grandmother, grandfather, mother, father, sister, brother, etc.
2. Color-coded cards to indicate gender of the speaker, can be made for flashcard learning and games for cooperative practice.
3. The Lakota word for “Hello/yes”, “*Han*” for women and “*Hau*” for men, and the word “No”, “*Hiya*” for both female and male speakers will be introduced.
4. Students will greet each other using the Lakota kinship terms and the Lakota greeting. Different colored cards can be picked up and practiced with each other. Allow enough time for students to try greeting the other students using various kinship terms.
5. Students will use the computer program recommended for hearing the Lakota kinship terms and greetings and practice saying them.

Day 2

1. Review students on terms from yesterday.
2. Students will learn the Lakota words for “Thank you”, “*Pilamayaye ye*” for women and “*Pilamaya yelo*” for men. They will also learn the Lakota words for good morning, “*Hihanni waste.*” For right now, is how both the female and male speakers will say it.
3. Students will practice greeting each other using the Lakota kinship terms and the greetings learned thus far.
4. Students will create a poster (which will be added to in Days 3 and 4) showing the Lakota kinship terms and greetings learned so far.
5. Students will practice greetings and kinship terms using the computer program.

Day 3

1. Students will review all Lakota kinship terms and greetings learned so far.
2. A self-assessment and checklist card showing the Lakota kinship terms and greetings learned so far will be demonstrated. Students will then practice the terms and greetings using this card.
3. Students will learn the Lakota phrase for “See you again later.”, “*Toksa ake wanciyankin kte.*” and for now, both female and male speakers will use that.
4. Students will practice greeting each other using the Lakota kinship terms and the greetings and phrases learned thus far. They will use the self-assessment and checklist card to keep track of which terms and phrases they have used and how well they have remembered them.
5. Students will add onto their Lakota Kinship Terms and Greetings poster.
6. Students will practice greetings and kinship terms using the computer program.

Day 4

1. Students will review and practice with each other all the Lakota kinship terms and greetings learned so far, again using the self-assessment and checklist card.
2. Students will continue to practice Lakota kinship terms and greetings using the computer program.
3. Teacher and pairs of students will confer for informal assessment of student knowledge of Lakota kinship terms and greetings.
4. Students will meanwhile be creating a Lakota Kinship Poster using pictures of their own family and extended family members. After displaying for a week or so, the posters can be taken home.

Resources

Lakota Kinship cards
Lakota greetings and phrases list
Self-assessment and Checklist Card
Poster Board paper

Assessment

The teacher will call pairs of students to confer about their self-assessment and checklist cards and to demonstrate at least two kinship terms and two greetings. Encouragement should be given to continue using any of these terms with their own families.

References

CAIRNS. (2010). Lakota Kinship Relations [Table.]

White Hat, Albert, Jr., and Kampfe, Jael, Editor. (2006). Companion CD for the text, *Reading and Writing the Lakota Language*. Sinte Gleska University.

Further Reading

Deloria, Ella. (1983), A Scheme of Life that Worked: Kinship's Role in Dakota Life. In *Speaking of Indians* (pp. 17-25). Vermillion: University of South Dakota.

Developer

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Date

29 June 2012