

Title

Two World Views.

Grade Level

9th to 12th grade.

Theme

How differing world views might affect the way people relate to each other.

Duration

25 hours.

Goal

To help students understand that there is more than one way to look at things and what may seem to be small differences in cosmology can have big consequences in the way people relate to each other.

Objectives

Students will be able to:

1. Identify the main persons and ideas of Lakota creation stories and their interrelationships.
2. Identify the main persons and ideas of Biblical creation stories and their interrelationships.
3. Compare the two viewpoints and extrapolate how they may have affected the interaction between the U.S. Government and the Lakota.

South Dakota Standards

9-12 US.2.1 Students are able to describe the causes and effects of interactions between the U.S. Government and Native Americans.

Cultural Concept

Lakota:

- All things are alive.
- All things are related.
- Lakotas are younger siblings of the rest of creation.
- Space determines the nature of relationships.
- Time determines the meaning of relationships.

Judeo/Christian/Biblical:

- Some things are alive.
- Some things are related.
- Humans are the crown of creation and have dominion.
- Power determines the nature of relationships.
- Power determines the meaning of relationships.

Cultural Background

According to *Rock and Earth*, the Lakota creation story, *Inyan* had no beginning and was all there was. He created everything from himself, imparting his own spirit into each thing consequently becoming powerless himself as creation drained him. All things come from *Inyan*, all things have the life and spirit of *Inyan*, even those things that Western Culture would consider inanimate.

According to *Genesis*, God created everything out of nothing and retained all of his power. Only biological things are considered to have “the breath of life”, which is considered to be different than God’s own spirit.

It is recommended to study both stories thoroughly and critically because fundamental concepts about the nature of God and the universe are very different.

Student Activities

1. Teacher will introduce the Lakota creation story by reading *The Holy Men and Rock and Earth*.
2. Students will keep a journal of characters, their qualities, positions, and interrelationships.
3. After the introduction, students will then learn each of the 13 stories that follow.
4. Students will relate these stories to each other while building a common chart of characters, their qualities, positions and interrelationships.
5. Students will create a list of important ideas found in the Lakota stories.
6. Students will study the Genesis creation stories and create a common chart of all characters, their qualities, positions and interrelationships in a similar manner as with the Lakota creation stories.
7. Students will create a list of important ideas found in the Genesis stories.
8. Students will then work in small groups to compare and contrast the important ideas found in the Lakota and Genesis creation stories.
9. Students will list and explain how these two different world views may have affected the interactions between the U.S. government and Native Americans.

Resources

Journal for each student, poster board, color markers, rulers, and shape templates.

Assessment

1. Thoroughness of individual student journals.
2. Participation in relating stories to the group.
3. Participation in making common charts.
4. Self evaluation (i.e. name and explain the 5 most important things I learned.)
5. Student evaluation of instructor.

References

Chapters 1 and 2 [excerpts from the Book of Genesis.]. Holy bible.

Walker, J. R. (1983). [Excerpt from Creation of the universe]. In E. A. Jahner (Ed.), *Lakota myth* (pp. 206-220). Lincoln: University of Nebraska Press.

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