

# Native American Culture

(4<sup>th</sup> Grade and up- specific grade is dependent on School's curriculum)

## SIoux COUNTY CONSERVATION BOARD

### PRAIRIE WOODS NATURE CENTER

#### What students should

##### bring:

Sack lunch

Tennis shoes or hiking boots

Water bottle for drinking water (optional)

Weather-appropriate clothing

#### What teachers should

##### bring:

First aid kit, Kleenex and hand sanitizer

One or more adult for every 6-10 children

Sunscreen/bug spray (optional)

Contact for scheduling:

Assistant Director/  
Environmental Education  
Coordinator  
Sunday Ford

Field trip leaders:

Sunday Ford  
[sundayf@siouxcounty.org](mailto:sundayf@siouxcounty.org)  
712/551-6780  
Sarah Davelaar  
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712/551-6715

#### Field Trip Overview

Prior to European settlement, daily living in Sioux County looked a little different. Though various activities and resources, students will experience what life may have been like for the Native Americans that lived in our county not that long ago.

#### Suggested Field Trip Itinerary

**9:00-9:30** Arrive/Introduction/Divide into Study Groups

**9:30am-10:15** Station Rotation #1

**10:15-11:00** Station Rotation #2

**11:00-11:45** Station Rotation #3

**Possible Stations: Atlatls (seasonal), Bison Supermarket, Lakota Winter Count, Native American Games, Sioux County Artifacts, Wikiup Investigation**

**11:45-12:15** Lunch/Exhibit Viewing Opportunity

**12:15-2:00/2:30** Trail Hike with morning station implications

**2:00/2:30** Depart

*\*Weather may alter itinerary slightly*

### Iowa Core and NGSS met by this Field Trip

**SS.4.17 Create a geographic representation to illustrate how the natural resources in the area affect the decisions people make.**

In this time period building materials, food, clothing and etc. could not just be picked up at your local store. These resources had to be sourced from the natural world around you. The Native people were good stewards of the land when it came to using what was around them.

**Activity:** Bison Supermarket, Wikiup Investigation

**SS.4.22 Infer the purpose of a primary source and from that the intended audience. & SS.5.23 Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.**

By comparing multiple winter counts, and written events, historians can decode these pictographs allowing them to see what life was like that "year" for that particular tribe.

**Activity:** Lakota Winter Count

Standards continue on back side.



**SS.6.17 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.**

The open prairie landscape impacted Native American's day to day life. From what shelters they created, their games, to what food they gathered and hunted.

**Activity:** All

## Group Sizes

In order to give each student the optimal opportunity to learn in our outdoor classroom, we try to keep our group numbers small. You can help us by putting your students into the appropriate number of groups prior to field trip (unless disused otherwise) and assigning a teacher/adult to be a leader of that group.

### **Rotation Stations Groups**

≤ 15 students: Students will participate as one group and rotate through the stations with naturalist(s).

16-40 students: Students will be broken into two groups and rotate through stations with naturalist(s) and volunteer.

≥ 41 students: Students will be broken into three groups and rotate through stations with naturalist(s) and volunteer(s). (In some cases we may break it down into four groups depending on the field trip activities)

*We suggest using Group # and/or Group Colors to pass this information onto your students/adults so they can easily remember.*