



Fort Lincoln

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Mrs. Ryberg's 4th Grade Class



Native Games - 9:55 am

State Standards:

S2.E3.4a & b Speed, direction, force. Applies movement concepts of speed, endurance and pacing for running

S4.E5.4 Rules & etiquette Exhibits etiquette and adherence to rules in a variety of physical activities.

S4.E6.4 Safety Works safely with peers and equipment in physical activity settings



Native Games

Game: Snatching Places (15 min)

Description:

- + Students will each have a pieces of cloth or paper large enough to stand upon.
- + There will be one fewer pieces of cloth than the number of players.
- + To play: the players form a ring, each one standing on his blanket, which marks his “owanka,” or place.
- + One player without a blanket stands in the center of the ring.
- + The others constantly change places with one another, while the one in the center tries to step into a space left vacant for a moment.
- + When he succeeds, the player displaced must stay in the center until he in turn is able to find a vacant place.



Native Games (Additional Information)

- We will be sharing the Native Games time with the Salmon group
- We will split both classes into two groups and for the first 15 minutes one group will be led by Lexi and her game and the other will be led by Megan and her game
- After 15 minutes, both groups will switch and participate in the other game



Native Games Artifacts



Native Games Reflection/Feedback

- ✦ The kids really liked the snatching places game, however we ran into a time where where the Park Ranger ended earlier so we had to improvise on the spot in order to keep the kids engaged. Dr. Taylor opened up some more of the lodges to help those with asthma and everyone else to cool down and rest. Their teacher noted that we could find a second game to fall back on in order to fill more, unexpected, time. She also noted that she liked we added in other activities such as yoga type to cool down that she really thought helped.



Visitor Center - 10:35 am

State Standard:

C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.

- + We will be in the Visitor Center from 10:35-11:15 am
- + Before going into the Center, students will be split into 4 groups (Groups will be led by Catie, Hannah, Lexi and Carolyn, and Michal)
- + They will be given activity sheets to fill out while exploring the visitor center. ->
- + We will be spending 15-20 minutes on each side.
- + 5-10 minutes before we transition to next activity, students will share with their small group what they wrote on their sheet.



FORT LINCOLN

WHAT ARE 2 OBJECTS THAT THE SOLDIERS MAY HAVE USED TO COMPLETE DAILY TASKS OR JOBS?

- 1.
- 2.

WHAT IS YOUR FAVORITE THING YOU SAW?

ON-THE-SLANT INDIAN TRIBE

WHAT ARE 2 OBJECTS THAT THE SOLDIERS MAY HAVE USED TO COMPLETE DAILY TASKS OR JOBS?

- 1.
- 2.

WHAT IS YOUR FAVORITE THING YOU SAW?



Visitor Center Artifacts



Visitor Center Reflection/Feedback

Feedback: "The Visitor Center was nice. It gave us a chance to warm up, but it also contained many of the items and people we've been talking about in ND Studies. Many of them noticed items that we'd been reading about. I wonder if there's a way we can integrate the learning better for next year?" -Mrs. Ryberg

- ✦ Reflection/How did it go/things to change:
 - Kids had a lot of fun exploring the visitor center and seeing all the different items used by the Indians/Soldiers.
 - Loved comparing items used back then to the ones we use today (Bowls, spoons, etc.)
 - There was a typo on the activity sheet. Wrote soldiers instead of Indians - some students were confused and needed clarification.
 - Two of the more disruptive students got put in the same group at first, but then we split them up before entering into the visitor center.



Custer Walk

- + Meet up with Casey's group and watch/help with a flag raising ceremony
- + Play a game of wiffle ball with the students to demonstrate what soldiers did for fun
 - During this time, students will be asked questions on what they have learned thus far



Custer Walk

- + Swap with Casey's group to explain and talk about Custer's house
 - Discuss Custer's life, the 7th Infantry, Fort Lincoln's history, and the Fort Laramie Treaty
- + Question time with discussions
- + Teach students how to march
- + March back to the Nature Walk entrance



Custer Walk Artifacts



Custer Walk Reflection

+ How it went:

- Started the Custer Walk with marching
- Explained history of the fort while marching
- Taught a marching song to keep cadence
- Had a competition of marching and calling out the cadence with Casey's group
- Played a game of whiffle ball

+ Revisions:

- Split the lesson time and the game of whiffle ball more equally
- Make time to let the students sit and rest and then talk about the history of the fort so that the information can be more easily presented and remembered



Custer Walk Feedback

- ✦ “The flag raising was great, but we didn't get to see the flag retired. That would be a cool way to end our day. The song/chant that we learned to go along with the marching, kept the students engaged in the activity”
- ✦ “Wiffle Ball was fun. I think the game was a nice break for the students” -Mrs. Ryberg



Nature Walk - 12:10 pm

State Standard:

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- + Field guide activity- Handed out booklet on the way from the Custer Walk
- + Explained what a field guide is and how to use one
- + Go through each page and have the kids follow along by filling in the blank activities



Nature Walk Artifacts



Nature Walk Reflection

What happened/went well:

- + Kids were very engaged
- + Was able to give a lot of information out

Revisions:

- + Hard to yell the whole walk
- + Group got spread out throughout the walk



Nature Walk Feedback

- ✦ “The nature walk was great. It was a long hike for some of the students, but very little complaining. The field guide book was a great idea. The class was really engaged in the learning and recording of information. I thought our guide was well informed on her information” -Mrs. Ryberg



Lesson Plan Link

file:///C:/Users/msequ/OneDrive/Documents/Fort
%20Lincoln%20Lesson%20Plan.pdf



Cemetery - 12:50 pm

State Standard:

- + H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota.

Plan:

- + Explain germ theory by playing a game of tag to show how easily the germs spread.
- + Have them explore the cemetery by completing an investigation activity.



Cemetery Reflection/Feedback

- Update investigation activity (Fix questions)
- Discuss boundaries of cemetery
- Used the same groups that we had from the visitor center.
 - This worked well because we were able to focus on the students and able to answer their questions faster.
- Mrs. Ryberg's Thoughts: "The cemetery was a favorite. The search game was great. It really kept them focused. Having them in smaller groups was a good idea because they were able to stay focused better. The germ theory game was great!"

Investigate!

Name:

1. Can you find five different causes of death?
2. Name some of the different things found on a headstone (At least three).
3. Find three different people and list the years they were born and the years they died:
4. What do you notice about their life span?
5. What do you remember about germ theory?



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