

THE SCULPTURE PROJECT

PASSAGE OF WIND & WATER

Essential Question for this lesson:

Which plants from nature give people food?

The Sculpture Project: Passage of Wind and Water is at Main Street Square in Rapid City, South Dakota. This art project is about nature and how people are connected to nature. The art helps people think about their own connections to nature.

Nature gives people delicious food, but sometimes people forget about where their food originates. We can go to the store to get food, but where does the food start? We can grow food ourselves, too. Some food grows outside without anybody planting it or even watering it!

One Lakota author, Luther Standing Bear, wrote a book about his culture in 1933 called Land of the Spotted Eagle. In his book, he writes about how Lakota people have gathered and cooked delicious food from plants growing in nature.

As you read the passages from Luther Standing Bear's book on the next page, think about which of your favorite foods come from nature. You will then get to show what you think about food from nature!

Your thinking is important! People want to read about your ideas.

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During the spring and summer our diet was varied with an abundance of fruit and vegetable life. *Tinpsila*, a root plant which when peeled was white-meated and looked something like a turnip, grew all over the plains and foothills. These were eaten raw, cooked in soup, or dried and stored for winter use...Then there was *pangi*, which white people call Jerusalem artichoke, or tuberous sunflower. This plant has a tuber that rather resembles a potato and that is pure white when peeled. It was eaten raw or boiled in soup and seasoned with salt....

The most welcome season of the year was the fruit season when the chokecherry, grape, plum, currant, strawberry, and gooseberry all grew plentifully in the woods along the streams. We feasted on these delicious fruits, sharing them with the bears, raccoons, muskrats, and beavers. The coyote even ate the wild plums that ripened and fell to the ground. The women gathered these fruits and dried them, putting them in storage for winter food.¹

-from Land of the Spotted Eagle, by Luther Standing Bear

¹ Standing Bear, Luther. Land of the Spotted Eagle. Lincoln: University of Nebraska Press, 2006, 57 and 59.

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Thinking About the Project

Please write your thoughts about the questions below. We are looking for your **original thinking**: what actually comes into your mind as you carefully read the questions. Your answers may be clear bullet points or clear, complete sentences.

1. How many types of fruit do you notice in the text?

Please list below which of the fruits from the text you have eaten before.

2. What is your favorite food from nature? _____

Why do you like this food?

3. Write your ideas about why eating food from nature makes people healthy. Please use examples to support your thinking.

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Notes for Teachers

The lessons connected with *The Sculpture Project: Passage of Wind and Water* are designed to be used with students in many grade levels. You may need to provide scaffolding in order to help your students access the text. To help with this, we have included this vocabulary bank. This bank can be easily used with the existing word study procedures you use with students.

- sculpture
- originates
- Lakota
- culture
- gathered
- passages
- favorite
- varied

- *tinpsila*
- turnip
- *pangi*
- Jerusalem artichoke
- tuberous sunflower
- chokecherry
- currant
- gooseberry

CCSS Language Arts Anchor Standards Addressed:

- R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite evidence when writing or speaking to support conclusions drawn from the text.
- R10: Read and comprehend complex informational texts independently and proficiently.
- W9: Draw evidence from informational texts to support analysis, reflection, and research.
- SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials as appropriate.
- L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge.

South Dakota Oceti Sakowin Essential Understandings and Standards Addressed:

- EU 1.2: Analyze interrelationships of Oceti Sakowin people, places, and environments.
- EU 5.1: Analyze Oceti Sakowin culture through oral tradition and unbiased information.

Note: The text excerpted here is from a primary source document; Luther Standing Bear's book is an account of his own experiences living on the Great Plains before the reservation era. Standing Bear's written account of his boyhood training, culture, and family life is unbiased information.

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More Notes on the Standards and Student Work

The South Dakota Department of Education adopted the Oceti Sakowin Essential Understandings and Standards in 2011. The document is available on the SD DOE website under "Oceti Sakowin Project." All South Dakota teachers should be employing these standards across the curriculum. These standards represent essential learning for all South Dakotans.

*We have included here the reference numbers and a basic description of each Oceti Sakowin Essential Understanding and Standard that this lesson addresses. For full articulations of all of these cultural standards, please consult the official state document:
<http://indianeducation.sd.gov/documents/OcetiSakowinEUS.pdf>*

While this lesson was built for students in grades K-2, teachers will provide different levels of scaffolding for their students. Some teachers will project this text on a smartboard and read it aloud while students follow the text with their eyes. This lesson has been field tested with K-2 students in South Dakota with success.

Students in grades 3-5 can also engage with this lesson; we would rightly expect their thinking to be deeper and their examples from the text to be more specific. Students in grades 3-5 can also use the version built for them (called "Food from Nature"), which uses the same excerpt from Luther Standing Bear with different critical thinking and discussion preparation work.

This text and the accompanying critical thinking questions are considered informational texts. They are real-world texts about a current public art project and an important Oceti Sakowin author. The excerpt from Luther Standing Bear's 1933 book, Land of the Spotted Eagle, is literary nonfiction.

The questions are designed to elicit high-level thinking and need no answer key. If students are showing their original thinking, engaging with the topic and the ways in which they perceive the project, then they are doing good work. Teachers will have success when they encourage students to show and explain their thinking. Great student discussions can follow!

The next page contains a graphic organizer that can help thinkers prepare for their discussions. This process of preparing for and engaging in peer discussions addresses the CCSS Speaking and Listening Standard SL.1!

South Dakota Arts Council support is provided with funds from the State of South Dakota, through the Department of Tourism, and the National Endowment for the Arts.

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Thinking About Foods from Nature

Brainstorm your ideas, organize them in the columns, then discuss!

Every kind of vegetable I can think of	Every kind of fruit I can think of

Name: _____ Date of discussion _____