

Good **MEAT**

Educational Guide

Grades 4 & Higher

- **Health Sciences**
- **Language Arts**
- **Social Studies**

LESSON #1 Events That Shaped Today

Background

The story does not begin—as one would think—with our main character, Beau LeBeau, but rather a number of years earlier with the first Treaty of Fort Laramie in 1851. This Treaty was negotiated because the U.S. Government wanted to prevent strife and entanglements with the Sioux due to the numerous travelers through Sioux lands during the California Gold Rush of 1849 (Sioux, 2011).

The Treaty of 1851 assigned territories to each Tribe in the northern Great Plains and set the terms for building forts and roads in the area. During the period between 1865 and 1867, many Sioux became unhappy with the terms of the Treaty and continued encroachment on their land. In response to the encroachment, Oglala Chief Red Cloud led thousands of Sioux warriors in a campaign to halt government construction of the Bozeman Trail (Sioux, 2011). Under Chief Red Cloud's leadership, along with Chief High Backbone and Crazy Horse, they defeated the U.S. troops at the Fetterman Massacre.

Shortly after this, the U.S. acknowledged that the western part of the country was proving dangerous and expensive to develop and agreed to abandon the Bozeman Trail. With the abandonment of the trail, the U.S. also agreed to terms of a second Treaty of Fort Laramie in 1868. Later, around 1889, with the discovery of gold in the Black Hills, the U.S. Government allowed prospectors and homesteaders to settle on Reservation territories. As this happened, the Great Sioux Nation land dwindled. During this period, the Sioux Bill of 1889 was signed. The Bill divided the Great Sioux Reservation land into six smaller Reservations, as well as opening 9-million acres of former Reservation land to white settlers. The six smaller Reservation divisions included: Standing Rock, Pine Ridge, Rosebud, Cheyenne River, Crow Creek, and Lower Brule (University Library, 2011). Along with the removal of 9-million acres of land, the Office of Indian Affairs tried to “civilize Tribal members” by converting them to Christianity and educating them according to “Euro- American culture and values” (Lawson, 2007). The U.S. Government eventually allotted parcels, up to 320 acres, of the Reservation to individual Tribal members for the purpose of farming and ranching.

Local agents followed the stated federal policy of preparing Tribal members for U.S. citizenship by undermining the power and influence of their recognized Tribal leaders and councils. They outlawed Native religious and medical practices, including the Sun Dance, other dances, feasts, and the use of traditional medicine men and healing ceremonies. The agents also made Tribal members economically dependent on government rations, which in turn killed the incentive for finding other opportunities (Lawson, 2007).

Today, the Pine Ridge Reservation, also known as Wazi paha, consists of about 2.7-million acres of land which is roughly the size of the state of Connecticut. Pine Ridge is home to about 40,000 people, 35% of whom are under the age of 18. The most current Federal Census reveals that more than half of the grandparents on the Reservation are raising their own grandchildren (Schwartz, 2006). Approximate average incomes are about \$3,500 per year and unemployment is well over half the population. Most of the residents live below Federal poverty levels. Life expectancy is a little above 50 years of age and the teenage suicide rate is 150% higher than the national average (Schwartz, 2006). These statistics are startling and one has to wonder if these figures would have improved if the Sioux Nation's history had been different.

The map below is a comparison of the original Great Sioux Nation Reservation land as compared to today's current Reservation boundaries.

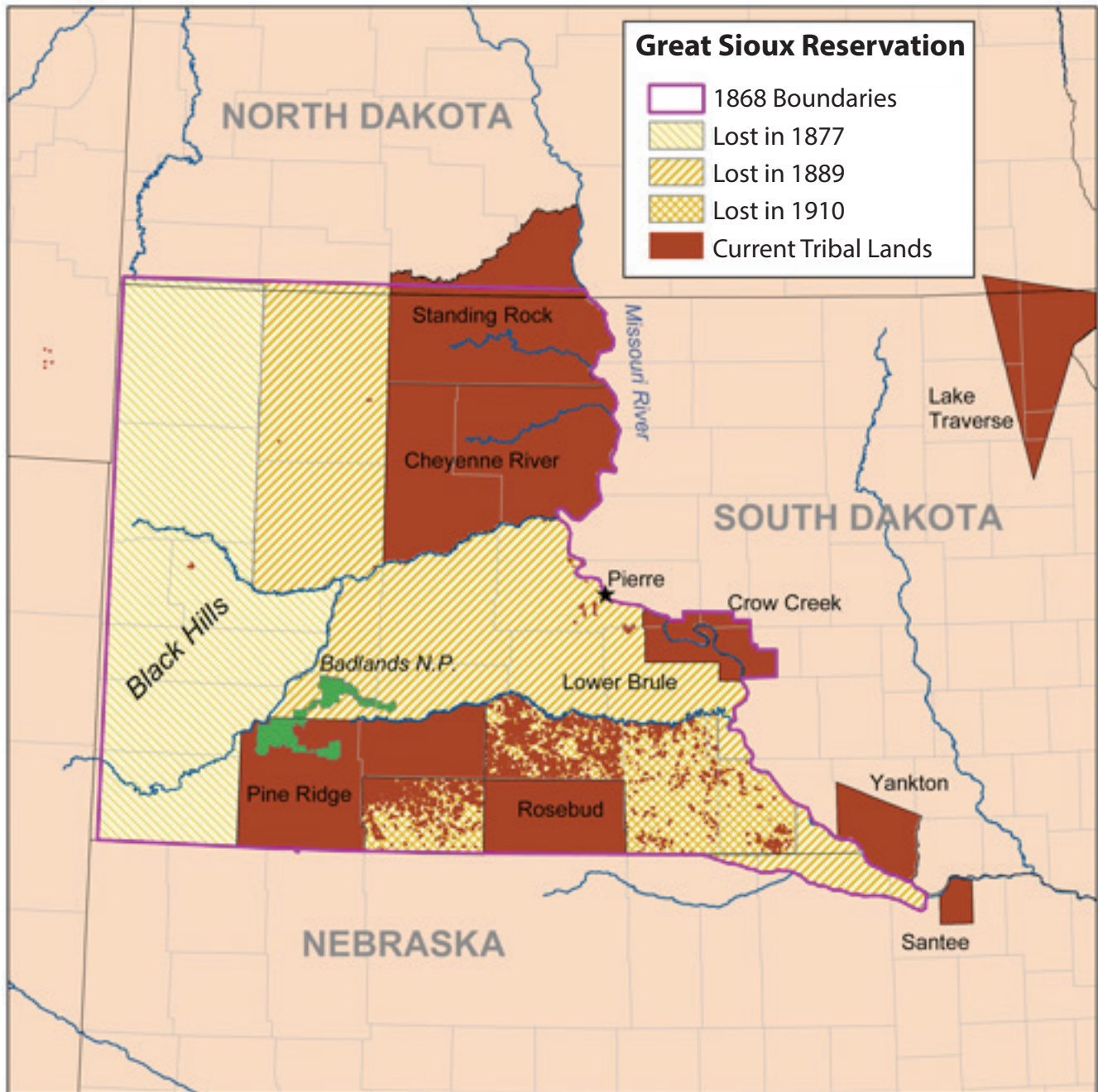


Image courtesy of Creative Commons Attribution-Share.

Discussion Questions

1. How did the signing of the Ft. Laramie Treaty in 1851 or the Sioux Bill of 1889 affect the Sioux's lifestyle and where did it dictate they were supposed to live?
2. How do events that happened over 100 years ago affect how an eight or nine-year-old youth who grows up on the Pine Ridge Reservation today?

Research Activities

1. Develop a timeline that lists the major historical events that led up to the formation of the current-day Pine Ridge Reservation, from the signing of the first Ft. Laramie Treaty to the 20th century.
2. Part 1:
By hand or using a computer, draw a Lakota boy or girl from the Pine Ridge Reservation and a picture of their home in 1889 and then another picture to show the girl or boy in 2012. Compare and contrast the two scenes.

Part 2:
If you were to go back to when the extensive land area of the Sioux Nation was being debated by the U.S. Government and gold had just been found in the Black Hills, what event, series of events, encounters, or decisions if changed, would have altered the way your Lakota boy or girl that you illustrated would have grown up today? Why would changing this event or decision make a difference?
3. Although large, most areas of the current Pine Ridge Reservation are not conducive to farming. Would this be one of the reasons that part of the area is called Mak'ó'Sica or Bad Lands? Does any of the land lend itself to farming, cattle raising or any other type of monetary income? Why or why not?

LESSON #2 Lakota Language

Background

Lakota, the language of the Lakota Tribe of the Great Plains, is fading before its speakers' eyes. Although Lakota is one of the most vigorous Native American languages today. It is estimated that there are around 6,300 Native Lakota speakers today. Like most of the world's languages, Lakota was not originally written, and much of the long tradition and history of the Lakota exists only orally in stories and ceremonies.

An alphabetic writing system for the Lakota language has been in use for the past four decades and has been widely adopted by Lakota speakers. In a modern effort to revitalize the language, the Lakota Language Consortium has compiled textbooks from introductory to college level and an expansive online forum to assist children and adults in learning and thereby preserving the language.

Lakota Vocabulary

Lakota

Wazi paha
kola
ooyake or ohu'kaka'
Wasicu
Wina'ya'k
tatanka
waste
ca'tet'l'za or owohitika
akicita
inipi
Mak'o'Sica
ce-ya'-ka
mini

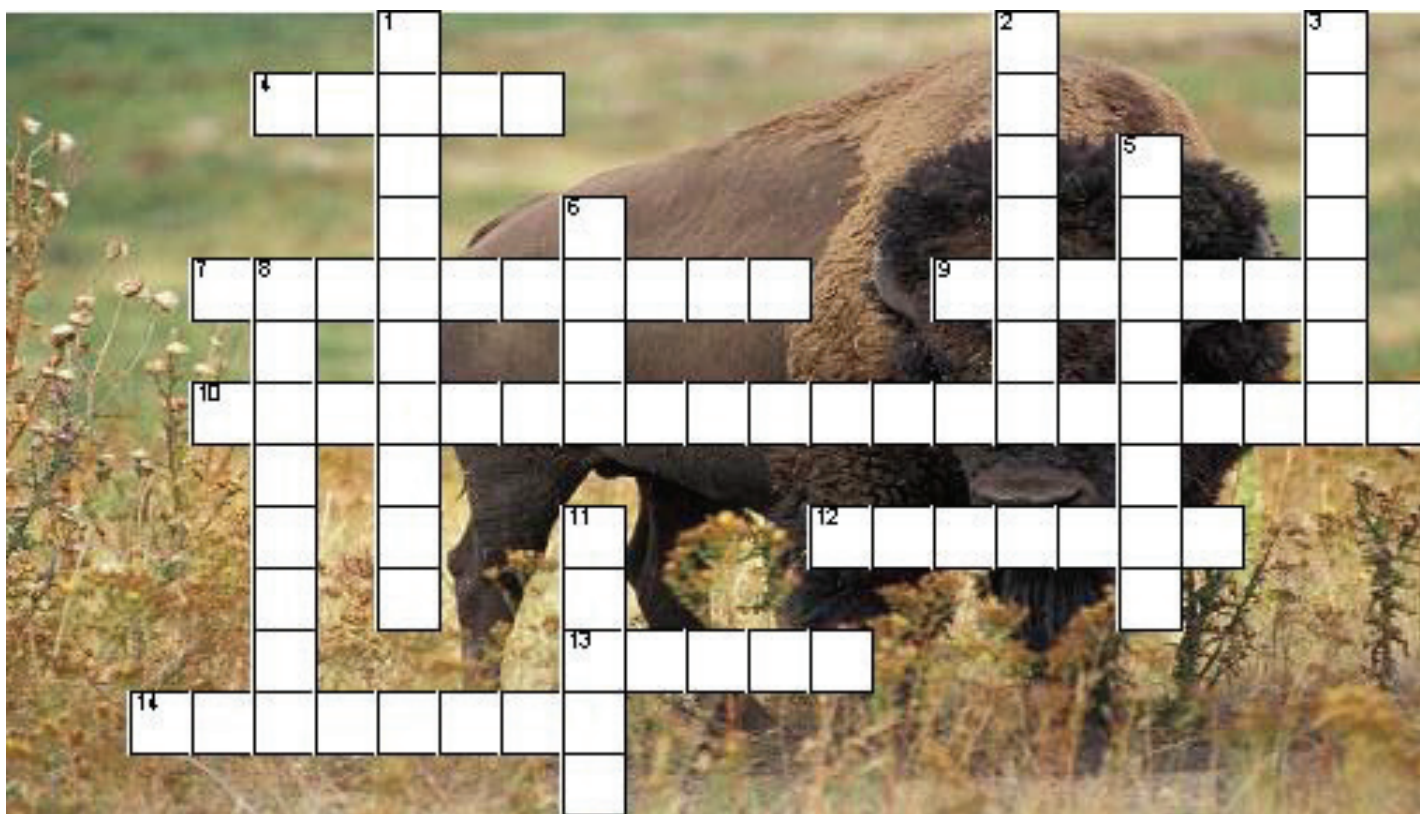
English

Pine Ridge Reservation
friends
story
White man
Sun Dance
buffalo
good
brave or courageous
warrior
sweat lodge
Bad Lands
wild tea
water

CROSSWORD

Check to see how many Lakota words you are familiar with and fill in the crossword game below.

Hint: Mini is Lakota for water.



Across

4. Ooyke or Ohu'kaka'
7. Inipi
9. Ce-ya'-ka
10. Wazi paha
12. Kola
13. Tan'iga
14. Wina'ya'k

Down

1. Owohitika or Ca'tet'l'za
2. Akicita
3. Tatanka
5. Mak'o'Sica
6. Waste
8. Wasicu
11. Mini

LESSON #3 Eating Smart

Background (View Video Clip 3.1 Health)

Beau LeBeau's story takes place a number of years after the Ft. Laramie Treaty and Sioux Bill, during a cold winter day in February on the plains in western South Dakota. This modern-day story occurs over a six-month time frame.

Beau, who is Oglala Lakota, grew up in a housing project called Evergreen on the Pine Ridge Reservation which is in the "heart of ancient buffalo country." Beau did not have a job or any money at this time. His sister's recollection of him at this time in his life was that he always seemed to be mad and would eat a lot—many times staying up all night sitting on the couch and snacking. One night while sitting on the couch, Beau had a beautiful dream of the future. In the dream, an overweight Indian like himself gave up junk food and returned to the buffalo diet of his ancestors. With thoughts of his deceased mother's warning about staying alive for his children, Beau went to see Dr. Kevin Weiland. There, he found out that he was overweight at 333 pounds, had Type 2 Diabetes with a blood sugar reading of 225, and he couldn't even walk for six minutes on the treadmill. Diagnosed as diabetic and out of shape, Beau went home upset, miserable, scared and realized that his dream of getting in better shape was not going to be easy.

Definition of Diet

- food and drink regularly provided or consumed
- habitual nourishment
- the kind and amount of food prescribed for a person or animal for a special reason
- a regimen of eating and drinking sparingly so as to reduce one's weight (i.e. going on a diet)
- something provided or experienced regularly

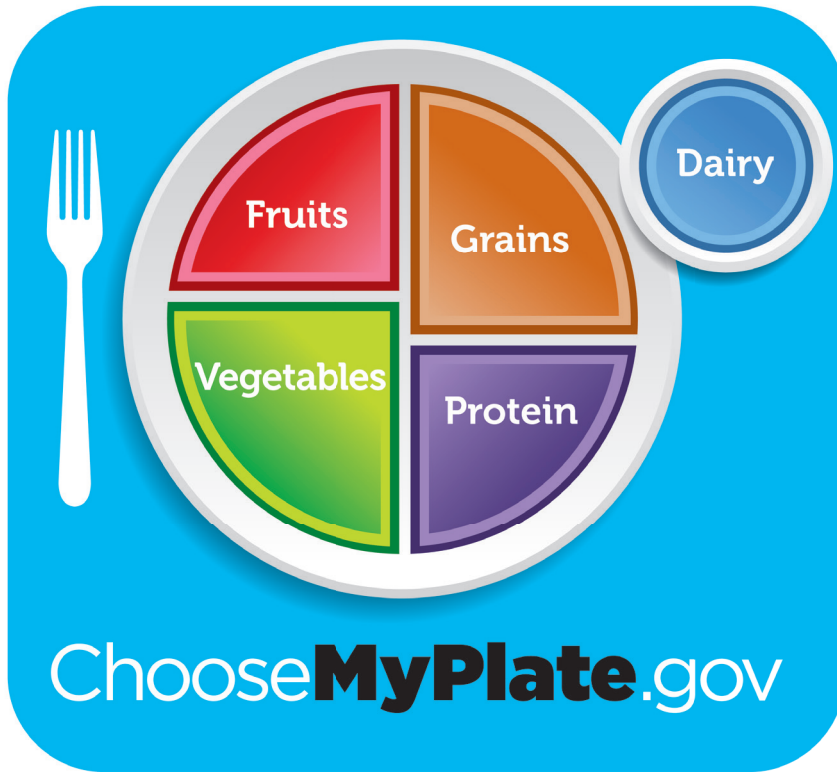
Discussion Questions

1. As we consider the traditional foods as compared to today's Lakota diet, we need to also look at our own personal diets, as well as our families'. Are we able to remain active and free from health ailments caused by poor food choices? How does access to affordable, healthy goods affect our diets?

Video for Discussion

View Video Clip 3.2 Health

1. List some of the foods that used to be included in the traditional Lakota diet.
2. Which six food groups do these traditional Lakota diet products fall into?
3. Compare the traditional Lakota diet to the common diet on the Pine Ridge Reservation today.
4. In the video clip 3.1 Health, Beau LeBeau states, "Back in the day, when the Lakota were strong people, there was no such thing as a fat Indian." Why have Native American eating habits changed on the Pine Ridge Reservation?



MyPlate:

MyPlate is the “new generation” food icon to prompt consumers to think differently about their food choices. **ChooseMyPlate.gov** contains a wealth of resources based on the *2010 Dietary Guidelines for Americans* to help individuals meet nutrient and calorie needs and make positive eating choices.

Interesting Fact:

Did you know that there are versions of food pyramids for different cultures?

The Native American food pyramid is basically the same as the older version of the food guide pyramid, a notable difference is that you can find deer and rabbits in the meat section. These pictures are not of cut meat, but the animal. Also, an eagle soars overhead, carrying the pyramid in its claws.



Research

1. Refer to the MyPlate pictured on page 8. Compare the recommended servings per plate to your daily personal intake per plate.

Category	Recommended Servings Per Plate	Your Current Daily Servings
Grains	30% of your plate. At least half of your grains should be whole grains.	
Vegetables	25% of your plate	
Fruits	25% of your plate	
Oils	Sparingly	
Dairy	1 Glass of Fat Free or Low-Fat (1%) Milk	
Meat , Beans, & Eggs	20% of your plate.	

The new MyPlate is more flexible and accurate than the food pyramid we had a few years ago. The reason being that one image of a pyramid with markings of what your daily intake should be can not apply to everyone. It all depends on a person's lifestyle and how much exercise they get involved in during a week. It also depends on if a person is trying to lose weight or gain weight. If a person is trying to gain weight then they should proceed to having the highest amounts of recommended servings, if a person is trying to lose weight then they should try to aim for the lowest recommended servings per day. To have a good idea of what you should be eating and how much of it you should be eating. You can view this interactive guide which was made by the United States Department of Agriculture at www.choosemyplate.gov.

1. The Plains diet traditionally revolved around their access to bison meat. According to the six food groups, red meat may be included on a regular basis but not in as high of quantity as grains. Currently, there is an ongoing debate on whether or not a diet high in red meat is good for you. Research some of the popular high-protein diets today, then address the following questions in your essay of what you learned:
 - a. How does the diet affect a person's health negatively or positively or both? Why?
 - b. Are these types of diets actually conducive to weight loss and if so, why does it work?
 - c. Do people that go on high-protein diets keep the weight off?
 - d. Are these diets hard to stay on for any length of time, if so, why or why not?

Did You Know?

The Sioux Nation was comprised mainly of hunters who killed wild game such as buffalo due to the terrain of the area. The Sioux would then trade the meat for fruits and vegetables.

The word diet has a much broader meaning than just eating salads and drinking diet pop to try and lose weight. To Beau, dieting meant not only eating healthy foods of his ancestors, but also a lifestyle change. He started out eating healthier, exercising regularly, and in the process changed some of his habits.

LESSON #4 Balance & Support

The Story Continues...

It's springtime and Beau LeBeau is down to 300 lbs. and maintaining a blood sugar below 100. Spring is a good time of year. It is a time when friends get together to talk, laugh, and play games of horse shoes before going to the sweat lodge. With spring, comes Easter and all the delicious food such as home-made potato salad, hot buns, etc. During this time, Beau goes off his diet and gains back four pounds. His blood sugar goes up as well to 142.

When he goes for his doctor's visit, he is put on diabetic medication and on a glucose monitoring device which is implanted into his stomach with wires hanging off to the side. When Beau leaves the office, he feels sick and has lost some of his trust in Dr. Weiland. Now 53 days into his diet, Beau is starting to feel the effects of no support from his friends or family—other than his son. Once home, he vents his frustrations out on the treadmill by increasing the incline and walking faster than usual.

The next day, Beau has the feeling that something is going to happen because everything is just going too good for him. Unfortunately, his premonition bodes true and when he gets on the treadmill, he has trouble with his left foot. It feels like it is turning towards his other foot. He goes to the clinic and finds out that he does in fact have a stress fracture in his left foot. Now that the weather is getting warmer, Beau's hopes of getting out and doing some hiking have been put on hold since Dr. Weiland has recommended no exercise for two weeks to allow for his foot's recovery.

By the start of summer, Beau has completely forgotten about his diet. The food he eats and regular exercise have become second nature and is part of his lifestyle. He has now lost 59 lbs. and is maintaining his blood sugar below 100. His cholesterol has also gone down and tests show his arteries are looking much better. According to Dr. Weiland, with metabolic syndrome (diabetes), you have a tendency to see the opposite with elevations in lipids or fats.

The month of September has arrived and the Porcupine Community Powwow is just a few days away. Beau has lost almost 70 lbs. but is also out of buffalo meat and still has no job. Dr. Weiland has gone on to other patients and the camera crew which were filming his story, have left. It is now so hot at night that Beau has stopped using the C-Pap. This causes his sleep apnea headaches to return. Along with the headaches, Beau begins to have ups and downs and starts to gain back some of his weight. His blood sugar goes up and he starts having diabetic problems again.

Discussion Question:

Which definition of balance would you say Beau needs at this point?

- a counterbalancing weight, force, or influence
- stability produced by even distribution of weight on each side of the vertical axis
- equipoise between contrasting, opposing, or interacting elements
- an aesthetically pleasing integration of elements
- physical equilibrium (the ability to retain one's balance)
- mental and emotional steadiness

Discussion Questions

1. How do we find balance between work, play, family, friends, staying fit mentally and physically, and spiritual beliefs?
2. Consider Beau's health and weight issues. How are they related to his financial status? What specific issues could have been addressed if Beau had more money?
3. Explain how the overall appearance of a person (adult and child) can mirror what's on the inside.
4. What do your facial expressions reveal about your mental state and how you're feeling? Consider Dr. Weiland's impression of Beau after he told him he had diabetes—"His jaw literally dropped and he looked angry."
5. Beau has been working very hard to make lifestyle changes—for his children's sake. Have you ever felt like Beau or been in a similar situation where a friend or family member told you about a situation they were in, where they were trying to make changes but had trouble obtaining support. Explain.

Research Activities

1. Think about balance. Try standing on one foot and keep your balance. Can you close your eyes and maintain your balance on one foot? Can you keep your arms at your side and still maintain your balance? It's easier with your eyes open and arms out isn't it? Did you notice that your balance is aided by several things, such as having strong legs, eyesight, and the position of your arms? Balance in our lives is the same way. When we are healthy, strong, feeling good about ourselves and capabilities, and have friends and family who care about us, balance is a lot easier to maintain.
2. Is your life balanced? Write a short letter to your best friend about why you feel or don't feel that your life is balanced. Add to your letter what things could make it more balanced and what things create a lack of balance. If you are unhappy about the balance, where can you direct your energy and thoughts to make your life more balanced? If you are happy with the balance, tell your friend why and what components make it balanced and how they complement each other.

RESOURCES

- <http://www.indianyouth.org/pr-reservation-sd.html>
- [https://wiki.familysearch.org/en/Pine_Ridge_Indian_Reservation_\(South_Dakota\)](https://wiki.familysearch.org/en/Pine_Ridge_Indian_Reservation_(South_Dakota))
- <http://www.redcloudschool.org/page.aspx?pid=503>
- <http://rosettaproject.org/blog/02010/jun/9/rosetta-spotlight-lakota>
- Lawson, M. (2007). *The Road to Wounded Knee, 1876-1890*. Little Bighorn, Landmark Events in Native American History. American Indian History Online.
- Schwartz, S. (2006). *The Arrogance of Ignorance: Hidden Away, Out of Sight and Out of Mind*. <http://www.nativevillage.org>.
- University Library (May 9, 2011). *Great Sioux Reservation (Dakota). Farm, Field and Fireside: Indian Lands*. University of Illinois at Urbana-Champaign.
- Balancing Calories. (May 31, 2011). ChooseMyPlate.gov. United States Department of Agriculture.
- Merriam-Webster Online. (2011). Merriam-Webster Incorporated.
- Sioux. (2009). Encyclopedia Britannica.

CURRICULUM STANDARDS

World History

Standard 5. Patterns of global change in the era of Western military and economic dominance, 1800-1914.

5B: The student understands the causes and consequences of European settler colonization in the 19th century.

Grades 5-12. Compare the consequences of encounters between European migrants and Indigenous peoples in such regions as the United States.

Language Arts

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standards for the 21st Century Learner (American Association of School Librarians)

1. Inquire, think critically, and gain knowledge.
 - 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in your own life.
 - 1.2 Dispositions in Action
 - 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
 - 2.1 Skills
 - 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
 - 2.1.4 Use technology and other information tools to analyze and organize information.
 - 2.2 Dispositions in Action
 - 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

Answer Key

Page 6 - Crossword

- Kola = friends
- Ooyake or Ohu'kaka' = story
- Wasicu = White man
- Wina'ya'k - Sun Dance
- tatanka = buffalo
- waste = good
- Ca'tet'l'za or Owohitika = brave/courageous
- Akicita = warrior
- Inipi = sweat lodge
- Mak'o'Sica = Bad Lands
- Tan'iga = tripe
- Ce-ya'-ka = wild tea
- Mini = water
- Wazi paha = Pine Ridge Reservation



Native American Public Telecommunications, Inc.

1800 N 33rd Street

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**www.nativetelecom.org • www.shopvisionmaker.org
www.pbs.org • www.cpb.org • www.americangraduate.org**

VisionMaker, a service of NAPT, with major funding from the Corporation for Public Broadcasting (CPB), is the premier source for quality Native American educational and home videos. Profits from video sales are invested in new NAPT productions. NAPT shares Native stories with the world through support of the creation, promotion and distribution of Native media.

About the Author, Lynn Birk



Image courtesy of Lynn Birk.

Lynn Birk is a curriculum designer at National American University (NAU). She has 2 ½ years' experience in designing curriculum for the school. She graduated from Black Hills State University in 2007 with a master's degree in Curriculum Design and joined the curriculum group at NAU a couple of years later. She enjoys writing not only curriculum but also short stories and paints in her spare time. Lynn's background is in secondary and adult education, as well as emergency medicine. She has taught numerous classes in tribal and IHS facilities across the United States. She has a wide-knowledge base in education, art, medicine and design, along with nutrition, having worked in a hospital dietary department for a number of years. Though her experience is diversified, her passion remains with the creative arts and education.