

Montana Small Schools Alliance
HONORING MONTANA'S FIRST PEOPLES

TITLE: The Hoop and Pole Game

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SCHOOL AND COUNTY: Spring Creek Colony Elementary – Fergus County

GRADE LEVEL: 5-8

INDIAN TRIBE REFERENCED: Gros Ventre

SUBJECT AREAS: Math, Art, Writing, P.E.

CONTENT STANDARDS ADDRESSED:

Art Standard 2: Students apply and describe the concepts, structures, and processes in the arts.

Art Standard 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Art Standard 4: Students analyze characteristics and merits of their work and the work of others.

Art Standard 6: Students make connections among the Arts, other subject areas, life, and work.

Health Enhancement Standard 3: Students apply movement concepts and principles while learning and developing motor skills.

Health Enhancement Standard 4: Students will achieve and maintain a challenging level of health-related physical fitness.

Health Enhancement Standard 7: Students demonstrate health-enhancing behaviors.

Math Standard 4: Students demonstrate understanding of shape and an ability to use geometry.

Math Standard 7: Students demonstrate understanding of and an ability to use patterns, relations, and functions.

Writing Standard 1: Students write clearly and effectively.

Writing Standard 2: Students apply a range of skills and strategies in the writing process.

Writing Standard 4: Students write for a variety of purposes and audiences.

ESSENTIAL UNDERSTANDINGS ABOUT MONTANA INDIANS:

Essential Understanding #1 – There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each nation has a distinct and unique cultural heritage that contributes to modern Montana.

Editor's Note: This is a collection of related lessons about the American Indian Hoop and Pole Game that teach different content standards. They are listed in a sequence, but not all of them have to be done together. This could be a program that stretches out over an entire school year. In addition to what is provided, students could research other tribes' versions of the Hoop and Pole Game.

RESOURCES USED:

- Native Games: Hoop and Pole Game, Manatak American Indian Council at: <http://www.manataka.org/page185.html>
- Netted Hoop & Pole Game, Native American Technology and Art at: <http://www.nativetech.org/games/hoop&pole.html>

BACKGROUND KNOWLEDGE:

People of the Gros Ventre used a netted hoop made with buckskin lacing and spears or darts to play a game called the Hoop and Pole game. The geometric shapes in the web each had a name and value. A large square in the middle was the heart, rectangles coming off of the square in all four directions were the buffalo bulls, except for the last rectangles at the edges of the hoop, and those were buffalo cows. Groups of small triangles between the rectangles were called buffalo calves. Large pentagonal shapes along the edge of the ring were called wolves and finally the small holes at the edges of the ring were called coyotes. Each hole had a different value to score points by throwing a small spear through the hoop while it rolls in front of the players. The game is over when a predetermined score is reached.

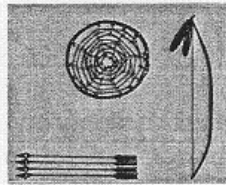
A different version of the game keeps score by winning the opponents' poles if your pole hits the hoop and your opponent's pole misses. If both players miss they both pick up their own poles and try again. A player wins when he has acquired all of the opponents' poles.

Manataka American Indian Council

NATIVE GAMES

Hoop and Pole Game	Striking the Bow
Is Pe Mek (Up There)	Tahhtihnakico - Shooting Arrows
Lacrosse	Tossing the Ball
Playing with a Ball (Shinny)	To We Picikan (Slingshots)
Cup and Pin Game	Sosemanuk (Snow Snake)
Sliding Game - (marbles)	Wapetuuskawen - Mud Sticks
Cheyenne Basket Game	We Pitisowewepahikan - Double Ball
Choctaw Chungke'	Games of the Plains Cree

HOOP AND POLE GAME



Many of the tribes on the plains practiced this game for enjoyment as well as for the development of archery skills. The object of the game was to shoot at a small moving hoop. The game was usually played in the spring, when the ground was still hard.

EQUIPMENT

- 4 arrows per player
- A bow for each player
- A hoop about one foot in diameter, made from willow branches, leaving a small hole in the center.

HOW TO PLAY

<http://www.manataka.org/page185.html>

1. The game is played between two teams, each comprised of two to four men. The two teams stand thirty to forty feet apart from each other.
2. One player from Team A rolls the hoop for Team B. The shooting side must have an arrow stuck in the hoop to count.
3. If the team makes a hit, the team receives another chance to shoot. If they make another hit, each player of the opposing team shoots an arrow over them.
4. The game ends when one team is out of ammunition.

VARIATIONS



1. Two Hoops in One: George Seesequasis of Beady's Reserve describes another way hoops can be made. Make two rings by binding peeled willow branches with sinew. One should be much smaller than the other. Place the small ring inside the large one and bind it in place with willow bark. Points are awarded in the following manner: 10 points - an arrow shot through the centre, or hitting the smaller ring; 5 points - hitting the bark; 1 point - hitting the outer hoop.
2. Rolling Game: This game does not make use of a bow and arrow. Instead, the players use long pointed darts, which are thrown at the hoop. The dart is approximately three feet in length, pointed on one end and with little fork - like projects on the other end. The game begins much like the standard method explained above. If a hit was made through the center hole it was called a "heart". If the dart hit

The Hoop and Pole Game Unit

Subject Areas: Math #1

Student Content Standards:

Math Standard 4: Students demonstrate understanding of shape and an ability to use geometry.

Math Standard 7: Students demonstrate understanding of and an ability to use patterns, relations, and functions.

Grade Level: 5-8

Time: 1 or 2 class periods

Lesson Description: People of the Gros Ventre as well as other tribes were known to play a game called the Hoop and Pole Game. The students will learn how to construct the netted hoop component of the game using geometry.

Materials Needed: protractors, pencils, paper, rulers or straight-edges, handouts describing the Hoop and Pole game.

Objectives:

Students will learn about one of the games that members of the Gros Ventre Tribe would play to stay fit and become accurate with a spear or bow and arrow.

Students will understand that several American Indian Tribes played the Hoop and Pole Game using their own variations.

Students will show an understanding of geometric shapes and how they can be used together to create intricate designs within a circle.

Students will construct a recreation of the netted hoop component of the Hoop and Pole Game.

Lesson Procedure:

Students will begin by drawing a 12½ inch circle on the paper provided for them.

Next they need to use a straight edge and draw in the diameter of the circle going from left to right. Recommend to students that they draw lightly; the diameters drawn will be erased later. (See diagram 1)

The students will then bisect the diameter with a protractor and draw in a second diameter perpendicular to the first. (See diagram 2)

The next step is to construct parallel chords on either side of each diameter. This will be done by bisecting the 4 radii that they now have. (See diagrams 3 & 4)

They now have two line segments on each of the four radii. They are going to bisect those to create two more chords on each side. They will then bisect each of the new line segments to create a final 7 chords on each side moving from the center. After erasing the original diameters the students should see the square heart and the rectangles called buffalo bulls moving toward the edge from the center. (See diagrams 5-9)

The students will now finish by drawing straight lines through the small squares in the four areas around the rectangles. Draw from corner to corner of the squares to create the triangles called buffalo calves. (See diagram 10)

Assessment:

The students will be tested on their knowledge of shapes, as well as their ability to follow directions and construct geometric shapes within a circle.

Was the circle drawn the correct size?

Was the diameter drawn in correctly?

Did the student properly construct the perpendicular bisector for the other diameter?

Were all of the lines bisected correctly to provide the correct number of chords?

Were the triangular shapes finished correctly (facing the correct direction)?

Is the finished product neat and clean with few mistakes and smudges from erasing?

Does it appear that the student followed the directions carefully and correctly?

The Hoop and Pole Game Unit

Subject Area: Math/Art #2

Student Content Standards:

Math Standard 4: Students demonstrate understanding of shape and an ability to use geometry.

Math Standard 7: Students demonstrate understanding of and an ability to use patterns, relations, and functions.

Art Standard 2: Students apply and describe the concepts, structures, and processes in the arts.

Art Standard 4: Students analyze characteristics and merits of their work and the work of others.

Art Standard 6: Students make connections among the Arts, other subject areas, life, and work.

Grade Level: 5-8

Time: 1 or 2 class periods

Lesson Description: People of the Gros Ventre as well as other tribes were known to play a game called the Hoop and Pole Game. Each tribe or group had their own way to make the hoop and each had different rules for the game.

Following the math assignment where students recreated the Gros Ventre version of the netted hoop students will create their own unique netted hoop and scoring rubric for their own game. They will also give each shape they use in their hoop a name.

Materials Needed: protractors, pencils, paper, rulers or straight-edges, handouts describing the Hoop and Pole game.

Objectives:

Students will understand that several American Indian Tribes played the Hoop and Pole Game using their own variations.

Students will show an understanding of geometric shapes and how they can be used together to create intricate designs within a circle.

Students will create and construct their own version of the netted hoop component of the Hoop and Pole Game.

Students will critique their own artwork and that of others as part of the assessment process.

Lesson Procedure:

1. Students will start by drawing a 12 ½ inch circle on the paper provided for them.
2. Using a protractor and ruler students need to create a shape in the center of their circle. It can be any shape they want but it must be constructed using geometric skills, not drawn freehand.
3. Next students will create other geometric shapes that develop a pattern around their central shape. Again they may develop any shape pattern they wish as long as it is constructed not sketched. Students must have at least three different shapes in their final design.
4. Students will name the shapes in their final design just as the Gros Ventre named the shapes in their netted hoop to determine the scoring for the game.

Assessment:

Student will be graded on participation and creativity with shapes and patterns. Students will also be asked to provide a student assessment of their own artwork and that of others. [Use the following checklist.]

Does the finished product follow the assignment?

Does the artwork have a least 3 geometric shapes?

Were the shapes constructed not hand drawn?

Is there a noticeable pattern in the final product?

Did the student take their time and not rush through the assignment?

Is the finished product neat and clean?

Did the student stay on the job?

Was the student attentive with a high level of participation?

Is the finished product original in design?

The Hoop and Pole Game Unit

Subject Area: Health Enhancement #5

Student Content Standards:

Health Enhancement Standard 3: Students apply movement concepts and principles while learning and developing motor skills.

Health Enhancement Standard 4: Students will achieve and maintain a challenging level of health-related physical fitness.

Health Enhancement Standard 7: Students demonstrate health-enhancing behaviors.

Grade Level: 5-8

Time: 1-2 weeks of play to show improvement.

Lesson Description: People of the Gros Ventre as well as other tribes were known to play a game called the Hoop and Pole Game. The students will learn how to play the game for fun and skill.

Materials Needed: Netted Hoops made previously in Art and Math Class, darts to throw provided by the teacher, a set of rules and a scoring rubric to follow.

Objectives:

Students will learn one of the games members of the Gros Ventre Tribe would play to stay fit and become accurate with a spear or bow and arrow.

Students will understand that several American Indian Tribes played the Hoop and Pole Game using their own variations.

Students will play the Hoop and Pole game working on accuracy skills while trying to hit a stationary and/or moving target.

Lesson Procedure:

The students will learn the rules of the game and play it accordingly. They will try to improve aiming and accuracy skills with this game.

Assessment:

A participation grade will be given for the P.E. aspect of the unit. Students will also be assessed on attitude, their understanding of the rules and scoring system, as well as the effort they displayed while playing the game.

Was the student active during the game?

Did the student show good sportsmanship during the game?

Were the rules followed?

Did the students adapt to the different versions of the game well?

Was the student attentive to the explanation of the rules by the different teams?

Did the student give a good effort to improve skills while playing the game?

The Hoop and Pole Game Unit

Subject Area: Communication Arts, Writing, Math #3

Student Content Standards:

Writing Standard 1: Students write clearly and effectively.

Writing Standard 2: Students apply a range of skills and strategies in the writing process.

Writing Standard 4: Students write for a variety of purposes and audiences.

Math Standard 1: Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology.

Grade Level: 5-8

Time: Several English class periods

Lesson Description: Students will write an essay giving specific directions detailing the geometric construction of their own netted hoop.

Materials Needed: pencils, paper

Objectives:

Students will understand that several American Indian Tribes played the Hoop and Pole Game using their own variations.

Students will list materials needed and steps to be taken to write directions on creating their netted hoop design.

Students will make a flow chart to show the order of steps.

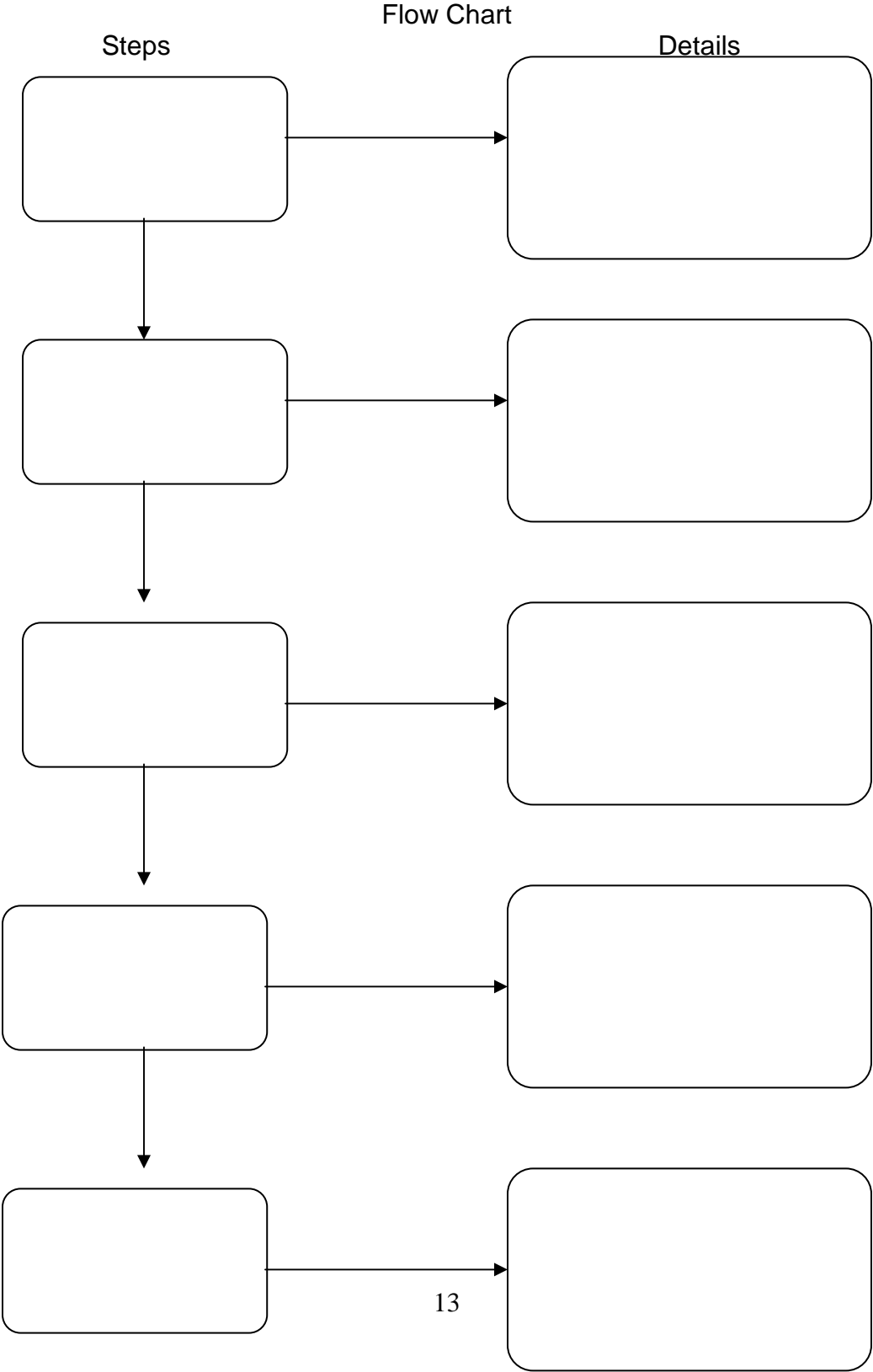
Students will write a first draft, peer edit, revise, proofread and finish with a final draft of their essay.

Students will follow the directions of others to see how effective their writing is.

Lesson Procedure: Students will write specific directions that other students will follow on how to create their own version of the netted hoop. They will exchange papers when

they are done to see if someone else can follow their directions and get the same design.

Assessment: The students will be assessed on proper grammar and sentence structure. It is important that their paper be written correctly so someone else can follow their directions.



Revising Checklist

- Does my introduction state my topic and purpose?
- Have I described the materials needed?
- Did I include all of the important steps?
- Do I need to clarify or give more detail to any of the steps?
- Is there any unimportant words or sentences that should be taken out?
- Do I need to rearrange my steps or add more words to make them clearer?
- Does my essay end with a good conclusion?
- Have I used appropriate verbs to tell my reader exactly what to do?
- Have I used adverbs and adjectives to make my essay more interesting?
- Have I varied the length of my sentences?

Proofreading Checklist

- Did I indent all of the paragraphs?
- Did I begin and end sentences correctly? (capitalization and punctuation)
- Did I correct fragments and run-ons?
- Did I use adjectives and adverbs correctly?
- Did I spell all of my words correctly?

The Hoop and Pole Game Unit

Subject Area: Art #4

Student Content Standards:

Arts Standard 2: Students apply and describe the concepts, structures, and processes in the arts.

Arts Standard 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Arts Standard 6: Students make connections among the Arts, other subject areas, life, and work.

Grade Level: 5-8

Time: 1 or 2 class periods

Lesson Description: People of the Gros Ventre as well as other tribes were known to play a game called the Hoop and Pole Game. The students will learn how to construct the components of the game correctly and how to play the game for fun and skill.

Materials Needed: handouts describing the Hoop and Pole game, thin branches from a tree to wind into hoops, strong twine or buckskin lacing, diagrams of different knots, scissors

Objectives:

Students will learn one of games members of the Gros Ventre Tribe would play to stay fit and become accurate with a spear or bow and arrow.

Students will understand that several American Indian Tribes played the Hoop and Pole Game using their own variations.

Students will show an understanding of geometric shapes and how they can be used together to create intricate designs within a circle.

Students will construct an accurate recreation of the components of the Hoop and Pole Game.

Lesson Procedure: The students will be making the netted hoop component of the hoop and pole game. They will need to recreate the Gros Ventre design as well as their own design previously created in math class.

The students will wind their branch into a hoop and secure it with string or buckskin lacing. They will then continue to wrap the string around the hoop using knots and twisting techniques, finding a way to create the desired design.

Assessment:

The student will be assessed on participation, attitude as well as how they solved problems with the lacing process. [See the following checklist]

Does the finished product follow the assignment?

Did the student take their time and not rush through the assignment?

Is the finished product neat and clean?

Did the student stay on the job?

Was the student attentive with a high level of participation?

Was the student able to solve problems with the lacing process?

Is the finished product sturdy enough to use in P.E. class?

The Hoop and Pole Game Unit

Subject Area: Health Enhancement #5

Student Content Standards:

Health Enhancement Standard 3: Students apply movement concepts and principles while learning and developing motor skills.

Health Enhancement Standard 4: Students will achieve and maintain a challenging level of health-related physical fitness.

Health Enhancement Standard 7: Students demonstrate health-enhancing behaviors.

Grade Level: 5-8

Time: 1-2 weeks of play to show improvement.

Lesson Description: People of the Gros Ventre as well as other tribes were known to play a game called the Hoop and Pole Game. The students will learn how to play the game for fun and skill.

Materials Needed: Netted Hoops made previously in Art and Math Class, darts to throw provided by the teacher, a set of rules and a scoring rubric to follow.

Objectives:

Students will learn one of games members of the Gros Ventre Tribe would play to stay fit and become accurate with a spear or bow and arrow.

Students will understand that several American Indian Tribes played the Hoop and Pole Game using their own variations.

Students will play the Hoop and Pole game working on accuracy skills while trying to hit a stationary and/or moving target.

Lesson Procedure:

The students will learn the rules of the game and play it accordingly. They will try to improve aiming and accuracy skills with this game.

Assessment:

A participation grade will be given for the P.E. aspect of the unit. Students will also be assessed on attitude, their understanding of the rules and scoring system, as well as the effort they displayed while playing the game.

Was the student active during the game?

Did the student show good sportsmanship during the game?

Were the rules followed?

Did the students adapt to the different versions of the game well?

Was the student attentive to the explanation of the rules by the different teams?

Did the student give a good effort to improve skills while playing the game?