

“Enacting *Oceti Sakowin* Values” | OSEU 7: Way of Life & Development

<p>Compelling Question</p>	<p>How are <i>Oceti Sakowin</i> people enriching and extending their culture through their own actions and goals?</p>	
<p>Standards and Practices</p>	<p>OSEUS 7.2: Examine and describe actions taken by <i>Oceti Sakowin</i> individuals and communities that bring about social change.</p> <p>OSEUS 7.3: Students will identify ways that the <i>Oceti Sakowin</i> values provide resiliency in keeping the <i>Oceti Sakowin</i> way of life.</p> <p>SS 9-12 C 5.1: Differentiate between rights and responsibilities of a citizen and the practice of civic virtue.</p>	
<p>Staging the Question</p>	<p>In what ways can the actions of an individual positively affect the wider community?</p> <p>Watch “Sidney Byrd on the Traditions of Compassion, Help and Respect” by Sidney Byrd http://www.wolakotaproject.org/oseu-seven-interview-with-sidney-byrd/</p>	
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>
<p>In what ways are some modern entrepreneurs creating positive social change for the <i>Oceti Sakowin</i>?</p>	<p>In what ways might we increase the occurrence of showing compassion, giving help, and demonstrating respect for others in our own lives?</p>	<p>In what ways might people show bravery, fortitude, generosity, and wisdom in their communities?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>View videos from the Tanka Bar company, listed and linked below.</p> <p>Students should record their thinking about the videos in preparation for discussing them. (See attached graphic organizer)</p> <p>Next, invite a local <i>Oceti Sakowin</i> community member to speak to students about his or her business. Ask the entrepreneur to describe ways in which business can positively affect <i>Oceti Sakowin</i> communities.</p> <p>After their experience with the speaker, students will describe their understandings of how the speaker’s business practices could benefit Oceti</p>	<p>Watch the Wolakota video “Addressing Misconceptions with Drs. Johnson & Eastman,” listed and linked below. Discuss how compassion, help, and respect are addressed in their remarks.</p> <p>Divide class into three groups- each group will address one topic and instruct the class through a PowerPoint, or other presentation that answers the question for that topic. Groups will use specific, concrete examples to illustrate their topics.</p> <p>Group 1: In what ways do people show compassion for others, and how does this affect the wider community?</p>	<p>After reviewing the resources listed below, create a table, chart, PowerPoint or other type of presentation that explains each of the four values listed above and gives at least four concrete examples of each value being enacted by individuals in the community.</p> <p>Teachers should contextualize the sources, helping students understand the speakers’ or authors’ purposes and the timeframe in which each source was produced.</p>

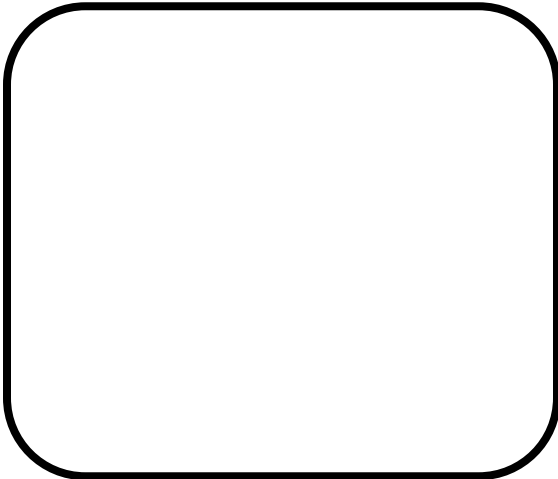
<p>Sakowin communities in one to two paragraphs.</p>	<p>Group 2: In what ways do people give meaningful help to others, and how does this affect the wider community?</p> <p>Group 3: In what ways do people show respect for others, and how does this affect the wider community?</p>	
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Tanka Bar Business Overview Sources:</p> <p>TANKA: The Company and the Mission https://youtu.be/YU7C5i17rTQ</p> <p>Tanka Fund PSA https://youtu.be/L-HGzHCw8a0</p> <p>Tanka Fund: Sonja Holy Eagle discusses her work https://youtu.be/vCqy7ee7Q6A</p>	<p>Dr. Johnson and Dr. Eastman Interview in OSEU 7 on “Addressing Misconceptions” on the Wolakota Project website</p> <p>http://www.wolakotaproject.org/os-eu-seven-drs-sherry-johnson-nadine-eastman-addressing-misconceptions/</p>	<p>Read chapter 6, “Social Customs,” in Luther Standing Bear’s book <u>Land of the Spotted Eagle</u> (pp 148-191).</p> <p>Read chapter 8, “Economics: Giving to Have,” in Ella Deloria’s book <u>Speaking of Indians</u> (pp 68-74).</p> <p>Watch “Educational Self-Determination with Whitney Rencountre” on the Wolakota Project website http://www.wolakotaproject.org/os-eu-seven-whitney-rencountre-educational-self-determination/</p> <p>Watch “All my relations -- a traditional Lakota approach to health equity Dr. Donald Warne TEDxFargo” on YouTube https://youtu.be/3phTundagzQ</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Research and write a brief essay answering the following question: “Why are the actions and goals of <i>Oceti Sakowin</i> individuals important to the whole <i>Oceti Sakowin</i> culture?”</p>
	<p>Extension</p>	<p>Answer the following questions using your choice of presentation format: In what ways might we encourage and support young <i>Oceti Sakowin</i> individuals as they pursue their business goals? What is <u>missing</u> from current support structures that would enable young people to achieve these goals?</p>
<p>Taking Informed Action</p>	<p>Create and distribute a flyer that lists businesses owned by <i>Oceti Sakowin</i> people in South Dakota. Include product information, contact information (including web links), and hours the businesses are open. Design the flyer to be attractive and user-friendly, so consumers are encouraged to frequent these businesses.</p>	

See graphic organizer on next page

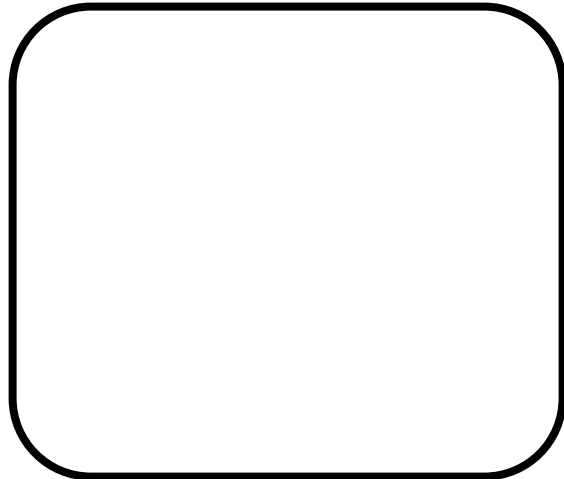
Thinking About Sources

Please record your thinking in these boxes so you can discuss the source with others.

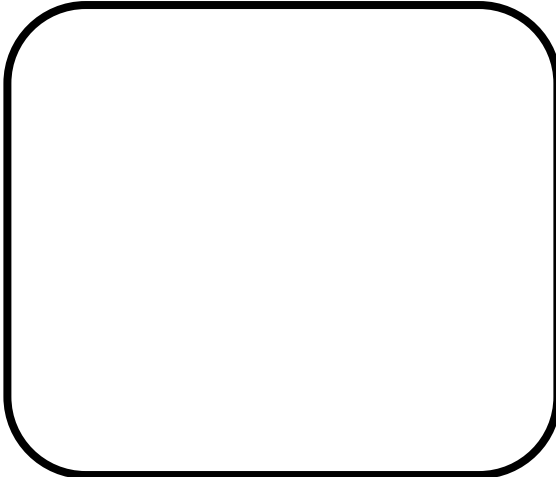
3 interesting points from this source:



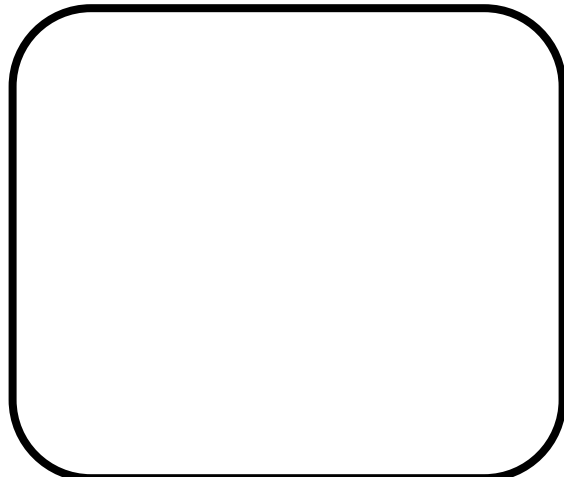
2 main concepts from this source:



2 ideas I agree with in this source:



1 idea I disagree with in this source:



SL1: I can get ready to contribute my ideas to a discussion about a text (written or visual).

Students can use graphic organizers to arrange their thinking about a text as they get ready to discuss it. They record their thinking in writing. They show in their work that they have made an effort to extend their thinking and record it.

Students can use graphic organizers to arrange their thinking about a text as they get ready to discuss it, but their writing on the graphic shows that they put forth minimal effort.

Students show in their writing on the graphic organizer that they do not yet understand the task *or* they do not understand the source. They may have neglected to write in some of the areas of the graphic organizer. Their writing about the sources may be sarcastic or disrespectful.

