

"Elders" | OSEU 2: Identity & Resiliency

Compelling Question	Do the Elderly contribute to the society?
Standards and Practices	<p>OSEUS 2.1: Demonstrate the knowledge of the Oceti Sakowin people's understanding of the interrelationship spiritual, physical, social and emotional health.</p> <p>OSEUS 2.3: Recognize that there is a continuum of tribal identity, ranging from assimilated to traditional lifestyle, that includes each unique subculture or individual member within the Oceti Sakowin</p> <p>6.H.2.1 – analyze the development and cultural contributions that give rise to the earliest human communities.</p>
Staging the Question	<p>How do the elderly contribute to society?</p> <p>What do the elderly possess that the younger generation could benefit from?</p>

Supporting Question 1

What are some spiritual, physical, social, and emotional health relationships that exist in the Oceti Sakowin and can you relate to these concepts?

What are some of the commonalities of the Elders and do all elders live in one specific place?

Formative Performance Task

Go to the website link below.(teacher place on board). Every one will watch the *elders interview samples*

View the WoLakota project site to view *elders interviews samples*. Below is the direct link to video

<https://www.youtube.com/watch?v=hnUKbqzxNmW&feature=youtu.be>

Once viewed decided as a class what could be recorded and for which topics. Record the information gathered from video on post paper/ Aisle paper, White Board or smart board. Remember that the video will not tell who the elder is, where they are from, or Dialect spoken. To get that information the students will need to visit the WoLakota Interview Tribal Affiliation map. So that leads us to students work.

Activity: Interview project with Elders regarding spiritual, physical, social and emotional health. Research Health programs on the reservations.

Student work:

Students will then find the elders' names, location, and dialect spoken from the WoLakota Interview Tribal Affiliation map link below...

<https://www.thinglink.com/scene/779521320751726594>

The find the locations by use of map. The nine reservation names are Pine Ridge IR, Rosebud IR, Lake Traverse IR,

Lower Brule IR, Cheyenne River IR, Yankton IR, Crow Creek IR, Flandreau IR, and Standing Rock IR. Each Reservation will have a circle icon to select for interview recording. Students will select a Elder. Then fill in the Elder information on graphic organizer. Listen and watch all videos of the elder the student selected. Next the student will gather information about his or her topic. Student will record onto organizer and as she does this, she decides where to put the information as past or present reservation time.

When student has completed gathering and recording. He will report to his sub-group his findings and then to his assigned group.

Things to do to set up the project

Create an organizational chart of pre-reservation life and reservation time to present from the artifacts and oral history gathered from the Oceti Sakowin Peoples' spiritual, physical, social and emotional health. Use this chart to teach how the Oceti Sakowin People had acculturated and assimilated from the Western progression to be who they are today.

Divide class into four sub-groups; *spiritual, physical, social and emotional health*. Next, hand out the graphic organizers to the students. Then organize so that each group is made up of one from each of the sub groups. The design of the group is to give each student a task in the group; one person per topic which are *spiritual, physical, social and emotional health*

Now name their groups created. You can select or they can come with own name. Give the instruction to gather information about topic given.

Instructions:

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Reporting:

Each member will present their findings and artifacts to their sub-groups. From that meeting the group will create and additional collaborated completing a graphic organizer. This organizer will only list the information about the topic and the reference will be labeled as a body of the Elders of the Nine Reservations of South Dakota.

Then student will report to their assigned group their finding. Through this meeting they'll facilitate how to conduct their presentation of the topics. Next step is to present as a group to the class. Each assigned group will present.

Reporting on Collective information:

The sub-groups will present their finding after the assigned groups complete presentations. Once done presentation is complete.

-Open a panel for discussion to over-view what they have learned through the project.

-Students evaluate if this project helped them analyze wellness of the people.

For further info go to the WoLakota project webpage link...

<http://www.wolakotaproject.org/>

Featured Sources

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Summative Performance Task	Argument	Create an essay to whether or not elderly possess knowledge and understanding of the relationship between spiritual, physical, social, and emotional health of the Oceti Sakowin.
	Extension	Create an organizational chart of <u>pre-reservation life</u> and <u>present reservation life</u> from the artifacts and oral history gathered from the Oceti Sakowin Peoples' spiritual, physical, social, and emotional health. Use this chart to teach how the Oceti Sakowin People had acculturated and assimilated from the western progression to be who they are today. Post this information on the school webpage, newspaper, or other media.
Taking Informed Action	Divide class into four sub-groups; <i>spiritual, physical, social, and emotional health</i> . Next, hand out graphic organizers to the students. Then organize so that each group is made up of one from each of the sub groups. The design of the group is to give each student a task in the group; one person per topic which are <i>spiritual, physical, social and emotional health</i>	
	Now name their groups created. You can select or they can come with own name. Give the instruction to gather information about topic given.	