

“Cheyenne Again-Off Reservation Indian Boarding Schools” | OSEU 2: Identity & Resiliency

Compelling Question	How a child’s life today compares to life of a child in an off reservation boarding school during the 1880s?		
Standards and Practices	<p>4.H.2.3: Describe the influence of notable South Dakotans of the development of our state</p> <p>4.H.2.3: Describe influences of European cultures on South Dakota communities</p> <p>OSEU 2: Standard 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>		
Staging the Question	How would you feel if you were forced to move away from your family?		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How did Young Bull feel when he found out he had to leave his family?	How was Young Bull feeling as he was forced to become someone he wasn’t?	How did Young Bull feel after he was reunited with family?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
<p>Tell students that today they are going to make an open mind portrait.</p> <p>Ask students if they know what an open minded portrait is.</p> <p>Explain to students that open minded portrait allows us to think more deeply about a character and they let us reflect on story events from the character’s viewpoint.</p> <p>Provide students with an example of an open minded portrait. Create an example of a book that we read aloud as a class.</p> <p>Tell students that open minded portraits have two parts, the face of the character is drawn on the first page, and the mind of the character is explored throughout several pages that are placed behind the first page.</p> <p>Before students begin their own open minded portraits for characters in <u>Cheyenne Again</u>, brainstorm different elements that they could include in their characters mind.</p> <p>After the class has brainstormed different ideas, explain the different steps involved when doing an open minded portrait.</p> <p>But first, ask students to write their ideas on paper and look them over to make sure that they are on the right track.</p> <p>1. Make a portrait of the character. Students draw and color a large portrait of the head and neck of a character in a book they are reading.</p> <p>2. Assemble the open-minded portrait. Students cut out the character’s portrait and trace around the characters head on several more sheets of paper. Students include several “mind” pages to show what the character is thinking at important points in the story. Next, they cut out the “mind” pages and place them in order. The portrait goes on top, and the “mind” pages go behind it. They then attach the portrait and the “mind” pages with a staple to a sheet of heavy construction paper; it is important to place the staple at the top of the portrait so that there will be space to write and draw on the “mind” pages.</p> <p>Tell students that they must have at least 3 (beginning, middle, and end) mind pages.</p>			
Featured Sources	Featured Sources	Featured Sources	

***Cheyenne Again* by Eve Bunting & Construction Paper**

Summative Performance Task	Argument	Should Young Bull be thankful that he was able to see other perspectives of life in our country and how it was changing?
	Extension	What was the reasoning behind Richard Pratt for wanting to assimilate Native Americans into the general population? Why did he feel so strongly about this?
Taking Informed Action		