

## “Identity” | OSEU 2: Identity & Resiliency

<b>Compelling Question</b>	How are the Oceti Sakowin people identified in each Reservations in South Dakota?		
<b>Standards and Practices</b>	<p>OSEU 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>4.H.2.3 Describe the influence of notable South Dakotans of the development of our state.</p>		
<b>Staging the Question</b>	How is each tribe situated within the Reservations?		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
How is the Oceti Sakowin interconnected within each of the nine Reservations in South Dakota?	How do you identify yourself?	Who were some of the notable Oceti Sakowin individuals that assisted in the making of South Dakota’s identity?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Students will create a short presentation on each of the nine reservations. The presentation must include: the band affiliation and original Seven Council Fires, landscape description, major chiefs, and major communities, at least one interesting fact.	Students will talk to their parents and grandparents to get a better understanding of their ancestral history and how they received their name. After their discussions, students will write a “Who I Am” poem.	Students will use major chiefs or other notable Oceti Sakowin people they discovered during their research to create trading cards.	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<p>Watch “Essential Understanding” interview with Gladys Hawk.</p> <p><a href="http://www.wolakotaproject.org/os-eu-two/oseu-two-interview-with-gladys-hawk/">http://www.wolakotaproject.org/os-eu-two/oseu-two-interview-with-gladys-hawk/</a></p> <p>Explore these sources for information.</p> <p><a href="https://www.travelsouthdakota.com/before-you-go/about-south-dakota/sd-tribes-plains-indians/tribes">https://www.travelsouthdakota.com/before-you-go/about-south-dakota/sd-tribes-plains-indians/tribes</a></p> <p><a href="http://aktalakota.stjo.org/site/News2?page=NewsArticle&amp;id=8309">http://aktalakota.stjo.org/site/News2?page=NewsArticle&amp;id=8309</a></p>	<p>Before assignment, read <a href="#">Thunder Boy Jr.</a> by Sherman Alexie and watch “Essential Understanding” interview with Sidney Byrd to start discussion.</p> <p><a href="https://www.amazon.com/Thunder-Boy-Jr-Sherman-Alexie/dp/0316013722/ref=zg_bs_3099_2?encoding=UTF8&amp;pvc=1&amp;refRID=V95G34FV1KWHF27SQ6H4">https://www.amazon.com/Thunder-Boy-Jr-Sherman-Alexie/dp/0316013722/ref=zg_bs_3099_2?encoding=UTF8&amp;pvc=1&amp;refRID=V95G34FV1KWHF27SQ6H4</a></p> <p><a href="http://www.wolakotaproject.org/os-eu-two-sidney-byrd-sidney-byrds-naming/">http://www.wolakotaproject.org/os-eu-two-sidney-byrd-sidney-byrds-naming/</a></p>	<p>Trading card source or can download the app.</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html">http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html</a></p>	

		<p>Examples of the “Who I Am” poems lesson.</p> <p><a href="http://www.edchange.org/multicultural/activities/poetry.html">http://www.edchange.org/multicultural/activities/poetry.html</a></p>	
<b>Summative Performance Task</b>	<b>Argument</b>	<p>Play a variation of the game “Who Has”. Such as, “Who has on boots?”, then that student has to move away from the group. Choose several questions that will possibly have several students move away from the group. Then have students discuss how they felt and if these questions were fair. Have students discuss how this is similar to being separated because of culture, names, economy, etc.</p>	
	<b>Extension</b>	<p>Students will continue to make trading cards that will include other notable South Dakotans, significant locations, and historical events.</p>	
<b>Taking Informed Action</b>	<p>Have a school/community wide campaign against discrimination. Students can create posters, slogans, and have an assembly to get the message across that any discrimination is not acceptable.</p>		