

“Yankton Sioux Industries” | OSEU 2: Identity & Resiliency

<p>Compelling Question</p>	<p>How did the Yankton Sioux Industries Pork Plant in Wagner, South Dakota come to be?</p>	
<p>Standards and Practices</p>	<p>OSEU 2.2- Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon Oceti Sakowin people as tribal, state, and US citizens.</p> <p>8.H.4.6- Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events.</p> <p>8.C.1.2- Explain how government decisions impact people, places, and history.</p> <p>8.C.1.3- Explain the ways which governments meet the needs of citizens, manage conflict, and establish order and security.</p>	
<p>Staging the Question</p>	<p>Why were there two separate “takeovers” of the Yankton Sioux Industries Pork Plant in 1975?</p>	
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>
<p>Who had the idea for a pork processing plant in Wagner, SD?</p>	<p>What could be some explanations for different cultural habits between Native Americans and European Americans?</p>	<p>How were the takeovers of the pork plant resolved? Did the leaders of the takeovers achieve their goals?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Students will do some individual research on the pork processing plant in Wagner. This will be conducted on the internet. Students will share their findings with the class. Discuss if this building still exists today and if so what it is used for. They should be able to find some general information on this plant.</p>	<p>Students will be given a copy of the article “The Red Power Movement and the Yankton Sioux Industries Pork Processing Plant Takeovers of 1975” by Joshua Garrett-Davis. Garrett-Davis offers some insight as to how the plant was to be run and why some stipulations were not followed as to the running of the plant. Students will be asked to find some reasons why the policies were not followed. How does this show the different cultural habits of Native Americans and European-Americans?</p>	<p>Students will be in groups of three or four. They will brainstorm some ideas of how to solve problems. If they don’t like something, what can they do to change it? They will have to give examples throughout history of using violence to bring about change, and civil disobedience. They will then have to figure out whether or not the pork plant takeovers were civil or violent. They will finish their assignment by giving reasons why the takeovers achieved their goal, or not.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>http://www.nytimes.com/1975/03/20/archives/militant-indians-in-dakota-vacate-plant-after-3-days.html https://www.newspapers.com/newspage/147876690/</p>	<p>“The Red Power Movement and the Yankton Sioux Industries Pork-Processing Plant Takeovers of 1975” excerpted from the book Sioux in South Dakota History</p>	<p>“The Red Power Movement and the Yankton Sioux Industries Pork-Processing Plant Takeovers of 1975” excerpted from the book Sioux in South Dakota History</p>

Summative Performance Task	Argument	Students will be split and have to decide whether or not the takeovers were successful in that the pork plant changed the ways in which it was run.
	Extension	Students will write a one page essay on why the pork plant project didn't have the outcome that was intended. They will come up with some different procedures that could have been implemented to ensure the success of the plant. They will speculate as to whether something like this could work today.
Taking Informed Action	Students will have to find a local citizen who was old enough to remember the plant takeovers. They will ask them what their thoughts were at the time and if they have changed at all since that time. If possible, try to find a participant of the takeover and question them about it.	