

## “Songs” | OSEU 3: Culture & Language

<p><b>Compelling Question</b></p>	<p>What meaning(s) can be found within a song?</p>	
<p><b>Standards and Practices</b></p>	<p>OSEU 3.4 – Identify Oceti Sakowin songs and categorize them by appropriate context (ceremony songs, honoring/ celebration songs, and wacipi / powwow songs).</p> <p>8.H.3.4 – Investigate how the abolition of slavery affected the life of African-Americans in United States’ society.</p>	
<p><b>Staging the Question</b></p>	<p>What lessons can be learned from songs?</p>	
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>
<p>What are the messages held within the OSEU songs?</p>	<p>What are the messages held within the slave songs of the Civil War?</p>	<p>How can you relate to the messages held within song?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>Show students Kevin Locke’s video from the Wolakotaproject.org website in the Features Resources below. Have a class discussion with students using the “Learn FROM” questions.</p> <p>Hand out copies of the songs included in the OSEU booklet.</p> <p>In groups of 2-4 have students read through their assigned song. Have students develop a way to present the message held within their assigned song to their classmates. Students should include a visual to reflect the message.</p> <p>Students will take notes on the messages shared by their classmates after each presentation.</p>	<p>Hand out copies of the songs from the resources in the “Featured Sources” section.</p> <p>In groups of 2-4 have students read through their assigned song. Have students develop a way to present the message held within their assigned song to their classmates. Students should include a visual to reflect the message.</p> <p>Students will take notes on the messages shared by their classmates after each presentation.</p>	<p>Have students review the notes they took for the OSEU and Slave Songs.</p> <p>Students will then choose various lyrics from each that spoke to them the most and develop their own soul song.</p> <p>Students will present their song to the class. Give students the option to present it with or without music.</p>
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>
<p><a href="http://www.wolakotaproject.org/oseu-three-kevin-locke-folk-arts/">http://www.wolakotaproject.org/oseu-three-kevin-locke-folk-arts/</a></p> <p><a href="http://www.wolakotaproject.org/introduction-to-the-oceti-sakowin-essential-understandings/">http://www.wolakotaproject.org/introduction-to-the-oceti-sakowin-essential-understandings/</a></p>	<p><a href="http://www.civilwar.com/music/226-songs-of-the-north/147404-emancipation-spirituals.html">http://www.civilwar.com/music/226-songs-of-the-north/147404-emancipation-spirituals.html</a></p> <p><a href="http://www.songwritershalloffame.org/songs/C187">http://www.songwritershalloffame.org/songs/C187</a></p>	

<b>Summative Performance Task</b>	<b>Argument</b>	<b>Write a song that has meaning to you. Collaborate with other students to present it to the class with music.</b>
	<b>Extension</b>	<b>Invite a Lakota/Dakota/Nakota singer to your classroom to offer some of the songs important to their <i>tiospaye</i>.</b>
<b>Taking Informed Action</b>	<b>Organize a team, grade level, school assembly for students to present their soul songs for other students, parents, staff, and administration.</b>	