

## “Leaders” | OSEU 4: Kinship & Harmony

<b>Compelling Question</b>	What understanding can be made between George Washington and Sitting Bull within the Lakota Values as great leaders?	
<b>Standards and Practices</b>	<p>OSEU 4.2 Describe the traditional behavior patterns, codes of respect and values promoted within the Oceti Sakawing Tiospaye.</p> <p>8.C.1.2 Explain how government decisions impact people, places, and history.</p>	
<b>Staging the Question</b>	<p>What are the Lakota Virtues? What interpretation of these can one give?</p> <p>What are the top 5 qualities of a good leader? What qualities did George Washington and Sitting Bull have?</p>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
Identify the Lakota Virtues. Review and explain the similarities and differences of each.	<p>Identify similarities of what makes a great leader to the Lakota Virtues.</p> <p>What made Sitting Bull and Washington great leaders?</p>	How can there be similarities between the Lakota Virtues and the qualities of great leaders such as Sitting Bull and Washington?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
<p>Go to the website listed in Featured Sources. Discuss the seven virtues of Lakota.</p> <p>Hand out venn diagrams. Each student will identify and compare and contrast the 7 virtues making sure each virtue/values are compared at least once.</p> <p>Put students into 7 groups. Each group will be assigned a value. Each group will create a Prezi on their assigned value.</p>	<p>While in their groups, students will take their one value and find at least one quality trait that George Washington holds and one quality trait that Sitting Bull holds. This has to be a trait that is most similar to their researched value.</p> <p>Each group will research the qualities of Washington and Sitting Bull. They will then present.</p> <p>The students whom are listening to the presentations will write a summary of the quality described/presented by the group.</p>	<p>Using their summaries written after the other student presentations, the students will take those summaries and put them into a venn diagram. They need to have at least 3 virtues and 3 qualities of a good leader with each of 3 venn diagrams.</p> <p>Students will draw a picture of the virtue /quality they feel relates best to George Washington and one that relates most to Sitting Bull.</p>
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<a href="https://sites.google.com/site/sguvcte/seven-values-of-lakota-life">https://sites.google.com/site/sguvcte/seven-values-of-lakota-life</a>	<a href="https://www.reference.com/world-view/common-qualities-good-leaders-3d9c95a796281eec?qo=cdpArticles">https://www.reference.com/world-view/common-qualities-good-leaders-3d9c95a796281eec?qo=cdpArticles</a>	

		<a href="http://www.history.com/topics/us-presidents/george-washington">http://www.history.com/topics/us-presidents/george-washington</a>  <a href="http://www.history.com/topics/native-american-history/sitting-bull">http://www.history.com/topics/native-american-history/sitting-bull</a>	
Summative Performance Task	Argument	Have students identify the most important Lakota Virtue and find the most important quality of a leader. Create a poster arguing why this virtue and quality are most important and most closely related.	
	Extension	Students will write a letter to either Sitting Bull or George Washington. Within this letter, students will identify to George Washington/Sitting Bull how they admire at least 3 of the qualities.	
Taking Informed Action	After studying two major battles George Washington fought in and two major battles Sitting Bull fought in. Have a discussing on what qualities these two leaders had in common to make them great leaders.		