

Language Arts Lesson Plan

Story of the Giants

Oceti Sakowin Essential Understandings:

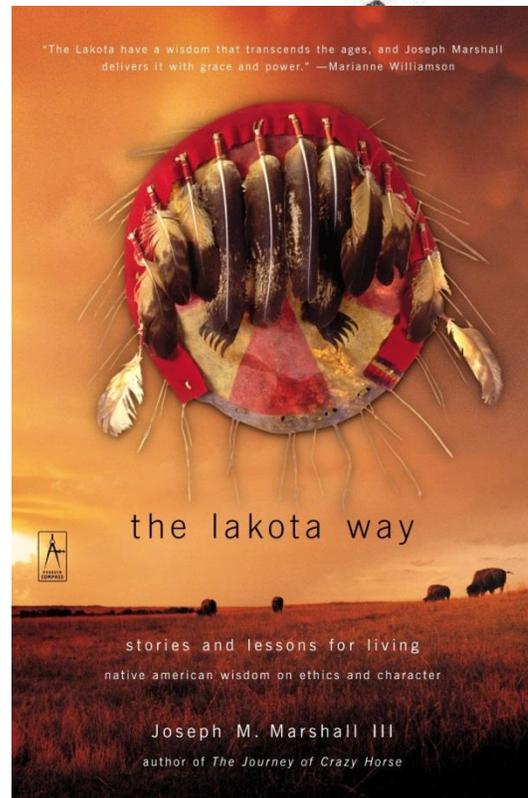
- OESU 2, Indicator 1 for 6-8th: Students are able to identify two of the values, rights, philosophy, and beliefs of Oceti Sakowin people.
- OSEU 5, Indicator 1 for 6-8th: Students are able to defend the cultural beliefs of the Oceti Sakowin and how they are demonstrated.

Common Core State Standards:

- **CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-Literacy.RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Introduction:

- Perseverance is a value central to Oceti Sakowin culture and has been communicated and encouraged for centuries through storytelling and song.
- Many contemporary stories of perseverance (novels, films, short-stories) have their basis in traditional oral stories, ancient texts and myths from around the world—including the traditional lands of the Oceti Sakowin Oyate.
- Creating such stories collaboratively gives students an opportunity to interact with peers around the elements of character traits and conflicts that build the character of perseverance within stories and in real life.
- Powerful stories of perseverance—biographical, fictional or traditional—can lend support for the practice of perseverance in everyday life.



Lesson:

- Begin by listening to the Perseverance story about Iya the Giant in chapter 2 of *The Lakota Way* by Joseph Marshall III
- Break into small groups or partners and brainstorm a list of possible characters, character traits, challenges and a resolution for a “Giant” story of your own in which characters who are at an initial disadvantage overcome some “Giant” through perseverance. Include a discussion of what a traditional “ballad” is.
- Student groups fill out the *Giant Ballad Framework* and whole class collaboratively writes a Giant ballad as guided by teacher.
- What does it mean to persevere? What are the real-life situations that demand perseverance? How might stories or songs of perseverance help us to persevere?
- Consider showing the OSEU video on perseverance.

Possible Follow-Up Activities:

- Have students write other similar stories using other genres (poetry, short-story, drama, etc.)
- Have students write an informational text (memoir, personal essay, concept analysis, philosophical treatise, etc.) on the concept of perseverance.

Giant Ballad framework

(name) the Giant (animal, or mythical being)
Example: **Wayne the Giant Hamster**

(name) the simple (job or role in society)
Gina the simple Burger King Fry-Cook

Disturbing words describing the Giant:

Honorable words describing our persevering hero:

First destructive act of our Giant against hero:

How our hero is hurt by the Giant:

Second destructive act of our Giant:

How this makes our hero determine to persevere:

Our Giant's "weakness" that will be used by the hero:

How our hero uses the "weakness" to defeat the Giant:

The final defeated state of our Giant:

The final victorious state of our hero:

The Lesson to be learned from this story about perseverance (in a single sentence).