

Inquiry Design Model (IDM) Blueprint™

“Social Change” | OSEU 7: Way of Life & Development

Compelling Question	What efforts toward positive change are being made in the areas of education, economic development, wellness or language revitalization by tribal governments and/or <i>Oceti Sakowin</i> communities?	
Standards and Practices	<p>OSEUS 7.1 – Identify policies that were established during the self -determination era which created a change for tribal communities and reinforced the essential philosophy of the <i>Oceti Sakowin</i>, demonstrating resiliency.</p> <p>OSEUS 7.2 –Examine and describe actions taken by <i>Oceti Sakowin</i> individuals and communities that bring about social change</p> <p>9-12-C.5.1-Differentiate between rights and responsibilities of a citizen and the practice of civic virtue</p> <p>9-12-C.5.3-Examine how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate</p> <p>9-12-E.3.6 Analyze the potential positive and/or negative impact of changes in government policy</p> <p>9-12-E.4.3 Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation’s economic growth</p>	
Staging the Question	<p>How have the Indian Self-Determination and Educational Assistance Act, the Native American Languages Act, and the Indian Education Act empowered <i>Oceti Sakowin</i> people?</p> <p>Discuss these three Assign groups to find and print the federal laws and tribal constitution(s) of the local tribe(s) to use when working on supporting questions. Have groups discuss and report out on how the availability of resources, technology and degree of economic freedom impact the nation or tribe’s economic growth (see resource worksheet at end)</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How have various <i>Oceti Sakowin</i> tribes approached language revitalization?	How are Section 638 contracts (ISDEAA) used by the tribal government located closest to your community?	What barriers to economic development exist for <i>Oceti Sakowin</i> tribes, communities and individuals and how can they be overcome? What already exists that promotes economic development?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Choose a tribe of the <i>Oceti Sakowin</i> and research the efforts being made towards language revitalization. Make a presentation to your class that describes the results of your research which includes a list of your sources.	Interview a member of the tribal executive board, tribal economic development committee and education committee and determine how tribes use Section 638 contracts to expand their power within their communities. Report your findings in a brief essay	Investigate the infrastructure, resources and existing economic development of the reservation closest to you and present a chart or PowerPoint outlining what exists and what needs to be developed. Indicate whether each item hinders or promotes economic development.

		and quote at least two of your sources.	
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Wolakota Project elder interview: (OSEU 7):</p> <p>Saving Language & Culture with Joseph Marshall http://www.wolakotaproject.org/oseu-seven-interview-with-joseph-marshall-iii/</p> <p>Standing on the Prayers of my People with Faith Spotted Eagle http://www.wolakotaproject.org/oseu-seven/oseu-seven-faith-spotted-eagle-part-1-standing-on-the-prayers-of-my-people/</p>	<p>Interviewing tip sheet: http://www.whatkidscando.org/featurestories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf</p> <p>Wolakota Project elder interviews (OSEU 7):</p> <p>Meeting the needs of the 70% with Jesse Taken Alive http://www.wolakotaproject.org/oseu-seven-jesse-taken-alive-meeting-the-needs-of-the-seventy-percent/</p> <p>Educational Self-Determination with Whitney Rencountre http://www.wolakotaproject.org/oseu-seven-whitney-recountre-educational-self-determination/</p>	<p>Wolakota Project elder interviews (OSEU 7):</p> <p>Modern Conveniences with Irene Eagle Thunder-Skunk http://www.wolakotaproject.org/oseu-7-modern-conveniences-with-irene-eagle-thunder-skunk/</p> <p>Heroes and Technology Part Two with Donald Montileaux http://www.wolakotaproject.org/oseu-7-heroes-technology-with-donald-montileaux/</p>	
Summative Performance Task	Argument	Write a five paragraph essay or create a PowerPoint (or other presentation) describing at least three efforts toward positive change being made in the areas of education, economic development, wellness or language revitalization by tribal governments and/or <i>Oceti Sakowin</i> communities in your part of the state.	
	Extension	Explain which change you feel is most urgently needed in your community and why.	
Taking Informed Action	<p>Consider an issue concerning either language revitalization or economic development in your community and create a call for action to your local government that reflects a proposed solution that incorporates ways in which you and your friends could participate and contribute to the solution.</p> <p>Resource: ‘What is a call to action in a persuasive essay?’ https://www.reference.com/education/call-action-persuasive-writing-a5d2b5a1491d7e12</p> <p>*note- if students are not able to use internet or library to research federal legislation mentioned in the ‘staging the question’ section, teacher may need to offer a summary of the legislation such as the example attached – see 2 pages below</p>		

SUMMARY OF MODERN FEDERAL LEGISLATION EXPANDING POWERS OF INDIAN TRIBES

DATE	NAME & CITATION	SUMMARY
1972	INDIAN EDUCATION ACT 20 USC 7041 et seq, as amended	<p>The 1972 Indian Education Act was the landmark legislation establishing a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students. The Indian Education Act establishes the Office of Indian Education and the National Advisory Council on Indian Education, and provides federal funds for American Indian and Alaska Native education at all grade levels. It also empowers American Indian and Alaska Native parents to form advisory boards for federally operated boarding schools and for public schools that have programs for American Indian students.</p>
1975	25 USC Subchapter II – Indian Self Determination and Educational Assistance Act (Public Law 93-638)	<p>Created by the Indian Self-Determination and Education Assistance Act of 1975 (ISDEAA), the Division of Indian Self-Determination (ISD) is charged with the responsibility to further American Indian tribes' exercise of Self-Determination as a matter of policy. The Division also carries out the Delegation of Authority Initiative which allows for the delegation of authority for the administration and oversight of self-determination contracts and grants to the agency level.</p> <p>The ISD carries out its responsibilities by providing training and technical assistance to BIA regional and agency employees, tribal officials and their staffs.</p> <p>The ISD oversees the procedures for the delegation of authority for Self-Determination contracts and grants to the regional and agency levels of the BIA. This involves review of regional and agency Implementation Plans to ensure they have the capability to administer and oversee self-determination contract and grants. The Act authorized the Secretary of the Interior, the Secretary of Health, Education, and Welfare, and some other government agencies to enter into contracts with, and make grants directly to, federally recognized Indian tribes. The tribes would have authority for how they administered the funds, which gave them greater control over their welfare. The ISDEAA is codified at Title 25, United States Code, beginning at section 450.</p>

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1990	NATIVE AMERICAN LANGUAGES ACT	<p>The Native American Languages Act of 1990 is the short cited title for executive order PUBLIC LAW 101-477 enacted by Congress on October 30, 1990. Public Law 101-477 of 1990 gave historical importance as repudiating past policies of eradicating Indian Languages by declaring as policy that Native Americans were entitled to use their own languages. The fundamental basis of the policy's declaration was that the United States "declares to preserve, protect and promote the rights and freedoms of Native Americans to use practice and develop Native American Languages".^[1] In addition, to "fully recognize the right of Indian Tribes and other Native American governing bodies, States, territories, and possessions of the United States to take action on, and give official status to their Native American languages for the purpose of conducting their own business</p>