

Inquiry Design Model (IDM) Blueprint™

“Perseverance & Story Telling”

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“Perseverance & Your Identity” | OSEU 2: Identity & Resiliency

“Problem Solving” | OSEU 5: Oral Tradition & Story

Compelling Question	Why do you need to have resilience and how does knowing you identity help you persevere?	
Standards and Practices	<p>OSEUS 2.1: Demonstrate knowledge of the Oceti Sakowin people’s understanding of the interrelationship of spiritual, physical, social, & emotional health.</p> <p>OSEUS 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>OSEUS 5.1: Identify elements of Oceti Sakowin culture citizens with oral, written accounts, and primary source information, and compare them to written accounts by mainstream historians.</p> <p>Standards of Mathematical Practice Standard 1: Make sense of problems and persevere in solving them.</p> <p>Standards of Mathematical Practice Standard 2: Reason abstractly and quantitatively.</p> <p>Standards of Mathematical Practice Standard 3: Construct viable arguments and critique the reasoning of others.</p>	
Staging the Question	What does it mean to persevere & why is it an important trait?	
Supporting Question 1 (Week 1 of 1st Quarter – the activity may repeat at the beginning of 2nd Semester)	Supporting Question 2 (Week 2 of 1st Quarter – the activity will continue all year and updates throughout the year – we will look at them every other week and especially after MAP Math Testing)	Supporting Question 3 (9th Week of 1st Quarter – the activity will be done the last 2 weeks of each quarter throughout the year)
What is your identity? How does who you are help you with tackling all areas of mathematics?	What is perseverance? How is this a part of your identity?	Why is it important to honor a variety of ways to solve problems and listen to how this was accomplished by the individual?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Watch video (Lowell Amiotte- We’re Not All the Same) Create a chart of your identity and your beliefs about your learning with mathematics and how mathematics will	Watch video (No “Stop Signs” with Pearl Kennedy-Colombe) Challenge the students to create a goal for the year for mathematics for them along with a plan to reach this	Watch videos (Appreciating Multiple Versions of Stories with Jace DeCory & Delores Taken Alive– Storytelling & Oral Tradition)

be with you each day.		goal. We will hang these around the room.	
Featured Sources		Featured Sources	Featured Sources
Video (http://www.wolakotaproject.org/oseu-two-lowell-amiotte-were-not-all-the-same/) & Who am I Chart		Video (http://www.wolakotaproject.org/oseu-2-no-stop-signs-with-pearl-kennedy-colombe/) & Goal Setting Poster	Videos (http://www.wolakotaproject.org/oseu-five/oseu-five-interview-with-jace-decory/) & (http://www.wolakotaproject.org/oseu-five-delores-taken-alive-storytelling-oral-tradition/); Story Outline Chart
Summative Performance Task	Argument	Have students create pros and cons of their plans for reaching their goals and also for solving challenging math problems.	
	Extension	Share their stories of perseverance of solving challenging math problems in class and also with other schools (especially the elementary students).	
Taking Informed Action	Have the students share their goals and identity with others in the class. They also will share how they have persevered through trials in their life in other areas besides mathematics. Celebration of how we are all individuals and persevere.		