

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Why would we study the Oceti Sakowin People?
Standards and Practices	<ul style="list-style-type: none"> • OSEU Standard 1.1 – Identify changes from the historic land base to the contemporary nine-reservation South Dakota land base of the Oceti Sakowin, and analyze the causes and implication of those changes. • OSEU Standard 2.3 – Recognize that there is a continuum of tribal identity, ranging from assimilated to traditional lifestyle, that includes each unique subculture or individual member within the Oceti Sakowin. <p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</p>
Staging the Question	<p>Where do you fit into Oceti Sakowin? (If applicable)</p> <p>Where does Lakota culture fit into Oceti Sakowin?</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What does Oceti Sakowin translate to? What are the three divisions and seven bands of the Oceti Sakowin people?	Where did/do these people live?	What is identity and how can knowing your identity help you in life?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Students will be questioned on familiarity with the Lakota language and if/where they have heard the words before.</p> <p>Students will begin charting the divisions of the Oceti Sakowin. Students will take a walking tour around the room to see each of the seven council fires around the room in order. They will take their notebooks to take notes on each. (Day 1, 2)</p>	<p>Students will compare the lands of the Oceti Sakowin with the current lands.</p> <p>Vocab: Reservations, Treaties (Day 3,4)</p>	<p>Students will journal on what they think identity is. (Emphasis on where we come from)We will look at a textbook definition and discuss what that means. Students will view a video on the importance of identity. (Day 5)</p>
Featured Sources	Featured Sources	Featured Sources
https://www.youtube.com/watch?v=k4eGkCnDBHE	Cairns Seven Council Fires Books, online maps	https://www.youtube.com/watch?v=4DVLJ4Fwykw&index=2&list=PLs8d38Q6863v6Llr2Ee2hJqAc2jtxL5ZZ

Summative Performance Task	Argument	Students come up with a list of three reasons to study the Oceti Sakowin people. They will also include one sentence on why it is important to them
	Extension	Students will get into groups and make posters using the information they came up with in their argument. We will present these to the class (Day 6)
Taking Informed Action	Students will be challenged to go home and explain to one person at home why it is important to study the history of the Oceti Sakowin people and how it can help them in life.	