

Olivier and Krege Communal Stewardship Unit

“Lesson Title” | OSEU 1: Lands & Environment

“Lesson Title” | OSEU 7: Way of Life & Development

Compelling Question	Is the land a “thing” we own or a “relative” we have?	
Standards and Practices	OSEU 1.2, OSEU 7.2 7.G.4.2 MS-ESS3-4 - Identify impact that humans have had on Earth.	
Staging the Question	Students will be asked to discuss what is meant by the term communal stewardship. The teacher will write ideas on the board that students give for answering the question of what is communal stewardship.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What is communal stewardship and development? What are some ways our community is already showing this? (redco, tribal land enterprise, tribal historic preservation office (tipo))	What are some of the most important environmental issues in South Dakota today?	How can we be good stewards of the land?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>SS: Students will then turn and talk to a friend about what they already know about the traditional Lakota view of land stewardship. They will then watch videos of Lakota elders’ discussing issues related to land stewardship. They will be given a guide with reflection questions to complete as they watch the videos. This will be followed with a brief discussion about what they learned from the videos and what communal stewardship examples they may have witnessed in the community.</p> <p>Science: Students will learn that as human population increases, the need for natural resources also increases and this has an impact on Earth’s systems. They will complete a lab to</p>	<p>SS: Students will research an environmental issue that is facing South Dakota today. They will gather information not just about the environmental issue, but also about what is being done about it.</p> <p>Science: Students will design a solution for construction of a wetland to aid in filtering pollutants from water being discharged from a mining facility. They will use inquiry science skills to determine which type of soil is best in a wetland to handle mining pollutants, and then be able to explain why that soil worked best. This will be applying scientific knowledge to the local issue of South Dakota mining waste and its impact on environmental/health concerns on</p>	<p>SS: Students will write an essay about how they can be good stewards of the land.</p> <p>Science: Students will perform a lab where they are tasked with testing the theory that preserving wetlands helps to prevent pollution and runoff of soil into waterways. They will have 4 soil-draining apparatuses, each with soil and a type of plant. They will run tests, collect data, and use their information about land use to come to a conclusion about what the better environment would be to take care of our natural resources.</p>

<p>model and explain exponential human population growth and the burden it can create. They will also need to design a landfill and test what type of barrier best protects nearby groundwater. This will address the importance of scientific knowledge to make better choices as land stewards.</p>		<p>tribal land.</p>	
<p>Featured Sources</p>		<p>Featured Sources</p>	<p>Featured Sources</p>
<p>https://www.youtube.com/watch?v=C7AQZP19_Fo (Delores Taken Alive: Respecting Mother Earth)</p> <p>https://www.youtube.com/watch?v=J-rBtH3rPMU (The Sacredness of Water, Lakota Elder Duane Hollow Horn Bear)</p> <p>Science Lab Materials: Pearson Elevate Curriculum</p>		<p>https://www.youtube.com/watch?v=S_d3B-jeNYc (WE ARE THE LAND, Uranium Mining in the Black Hills, Documentary by Christopher Crosby)</p> <p>https://denr.sd.gov/focus.aspx</p> <p>Science Lab Materials: Pearson Elevate Curriculum</p>	<p>http://www.wolakotaproject.org/os-eu-seven/oseu-seven-interview-with-gladys-hawk/</p> <p>http://www.ohranger.com/lacreek-nwr</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Should we build a property development around/along Little White River? Students will write an argument paper using information from their science labs and social studies research to defend their position.</p>	
	<p>Extension</p>	<p>Students will interview a family member or somebody in the community asking them some questions about their view of communal stewardship.</p>	
<p>Taking Informed Action</p>	<p>How can we, as a school, help our environment? (project on how to reduce waste in our school)</p>		