

## “Where my percentage comes from” | OSEU 1: Lands & Environment

<p><b>Compelling Question</b></p>	<p><b>How was my percentage of my ancestors’ land calculated?</b></p>	
<p><b>Standards and Practices</b></p>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul> <p><b>Math Standards and Math Practices:</b></p> <p><b>5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and <u>  1  </u> of what it represents in the place to its left</b></p> <p>5.NBT.A.3a Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p> <p><b>MP5</b> Use appropriate tools strategically.</p> <p><b>MP6</b> Attend to precision.</p> <p><b>MP7</b> Look for and make use of structure.</p> <p><b>MP8</b> Look for and express regularity in repeated reasoning.</p>	
<p><b>Staging the Question</b></p>	<p><b>Discuss if any of the students have acreage and as “Ever wonder how the number of acres you have was calculated?”</b></p>	
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>
<p><b>How was the land first distributed?</b></p>	<p><b>Can you determine how much land each ancestor had after one generation?</b></p>	<p><b>How much land does student get six generations later?</b></p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p><b>Identify in the number of acres each</b></p>	<p><b>Divide original allotment and add</b></p>	<p><b>Continue dividing and adding the</b></p>

person was allotted from a copy of the Dawes Act.		together.	land together through the generations all the way down to our fictitious student.
Featured Sources		Featured Sources	Featured Sources
Copy of the Dawes Act Video "Land as free as Air with Joseph Marshall III" under OSEU #1.		Family tree created in class.	The completed family tree created in class.
Summative Performance Task	Argument	Final answer of how many acres the student has is correct.	
	Extension	Find out how much that acreage is worth.	
Taking Informed Action			