

**“Silent Night in Lakota” | OSEU 2: Identity & Resiliency**

<b>Compelling Question</b>	Why are different types of texts translated into Lakota?	1 <sup>st</sup> Week of 2 <sup>nd</sup> Quarter
<b>Standards and Practices</b>	<p>6-8.MUe.Pr.5.1.a Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform for an audience.</p> <p>6-8.MUe.Pr.6.1.a Perform the music with technical accuracy, expression, and cultural authenticity to convey the composer's intent.</p> <p>OSEU 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>	
<b>Staging the Question</b>	Are there any familiar songs or books you have heard translated into Lakota?	
<b>Supporting Question 1</b>		<b>Supporting Question 2</b>
Why would it be important to translate a book like this (Sioux Indian Prayer and Hymnal) into the Lakota Language?		What are your experiences with learning other languages?
<b>Formative Performance Task</b>		<b>Formative Performance Task</b>
<p>Students will explore the online text: <i>The Book of Common Prayer in Dakota</i> (Episcopal).</p> <p>Students will reply to this question in writing using the information in the texts, the online writing prompt, and opinion to respond to the writing prompt.</p>		<p>Students will construct a response using their personal experiences, and information from the online texts presented in the lesson.</p> <p>Students will provide a written response online.</p> <p>After completion of the assignment, students will share their experiences with the class and discuss how their experiences may be different from one another's.</p>
<b>Featured Sources</b>		<b>Featured Sources</b>
<p>Niobrara Wocekiye Wowapi: The 1928 Book of Common Prayer in Dakota <a href="http://justus.anglican.org/resources/bcp/Dakota1928/index.html">http://justus.anglican.org/resources/bcp/Dakota1928/index.html</a></p> <p>Lakota wocekiye na olowan wowapi = Sioux Indian prayer and hymn book</p> <p><a href="http://reader.library.cornell.edu/docviewer/digital?id=hunt:0094#page/126/mode/2up">http://reader.library.cornell.edu/docviewer/digital?id=hunt:0094#page/126/mode/2up</a></p>		<p>Niobrara Wocekiye Wowapi: The 1928 Book of Common Prayer in Dakota <a href="http://justus.anglican.org/resources/bcp/Dakota1928/index.html">http://justus.anglican.org/resources/bcp/Dakota1928/index.html</a></p> <p>Lakota wocekiye na olowan wowapi = Sioux Indian prayer and hymn book</p> <p><a href="http://reader.library.cornell.edu/docviewer/digital?id=hunt:0094#page/126/mode/2up">http://reader.library.cornell.edu/docviewer/digital?id=hunt:0094#page/126/mode/2up</a></p>
<b>Summative Performance Task</b>	<b>Argument</b>	Rehearse the first verse of Silent Night in Lakota to present to the teacher with correct pronunciation and correct melodies.
	<b>Extension</b>	Students may learn further verses of Silent Night in Lakota for assessment with teacher, if they elect to.
<b>Taking Informed Action</b>	Students will create an informational poster or brochure to present to those who hear them sing Silent Night in Lakota regarding the origin of the translated version of the song they are performing.	