

Inquiry Design Model (IDM) Blueprint™

“Sacred sites” | OSEU 3: Culture & Language: The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many tribal members both on and off the reservations.

2-3 week project

Compelling CC	How are the Oceti Sakowin sacred sites, creation stories, and star knowledge related to each other?	
Standards and Practices	<p>Indicator 2: Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge, and how they relate to each other</p> <p>3-5 Standard: Students are able to describe the relationship between the sacred sites, star knowledge and creation stories.</p> <p>6-8 Standard: Students are able to use geographic tools to design a map of sacred sites.</p>	
Staging the Question	What is the importance of the sacred sites, creation stories, and star knowledge?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What are the Oceti Sakowin sacred sites and where are they located?	What are creation stories?	What are the Lakota constellations?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Students will choose a notecard with names of sacred sites to conduct research on. Students will be grouped according to the notecard they picked with the sacred site. There will be no more than 4 students per group. Each group will make a list (T-chart) of sacred sites that they already know and the location of the site. They</p>	<p>Students will work in groups to read various creation stories that relate to Oceti Sakowin sites and Lakota Constellations. Students will orally retell a story to the entire class, while demonstrating the location of the sacred site and/or the Lakota constellation being talked about in the story.</p>	<p>Students will watch a section of Dr. Craig Howe’s Lakota Star Knowledge video. Students will also view the planetarium showing of the Lakota Constellations and Greek Constellations. Students will then create star maps (compass) using information gained from the video, Lakota Star knowledge book, and planetarium. The star maps will include the Lakota names for the constellations.</p>

<p>will share the list with the class to create class list for discussion prior to research.</p> <p>Students will conduct research on their sacred site to create an informational poster. The poster will include the importance of the sacred site, its name, and location. Students will post their posters in classroom for a walk-through parade. All groups will rotate through each poster. Students will individually reflect on their posters and other classmates' posters in their journals. Students will use resources from EROS data center and from their classmates' posters to design their own map (individually) of the locations of all of the Oceti sakowin sacred sites.</p>		
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>*EROS data satellite images</p> <p>*Oceti Sakowin Interactive Map and Dr. Craig Howe story: http://nmai.si.edu/nk360/plains-belonging-</p>	<p>*Paul Goble books (Star Boy, The Great Race of the birds and animals, etc.)</p> <p>*Story telling with Duane Hollow Horn Bear: https://www.wolakotaproject.org/storytelling_duane_hollow_horn_bea</p>	<p>*(Dr. Craig Howe-Lakota Star Knowledge): https://www.youtube.com/watch?v=TEyJraivn8M</p> <p>*Lakota Star Knowledge by Ronald Goodman</p> <p>*Pierre Discovery Center-Planetarium</p>

homelands/oceti-sakowin.cshtml	r/ *Lakota Stories: http://www.wolakotaproject.org/lakota-stories/	
Summative Performance Task	Argument	Write an essay or complete a drawing with labels to explain the relationship between the Oceti Sakowin sacred sites, creation stories, and star knowledge.
	Extension	Choose an Oceti Sakowin sacred site and a sacred site from another culture to complete a venn diagram to compare and contrast the two sites.
Taking Informed Action	Students will research the National Historic Preservation Act of 1966 and current controversies surrounding sacred site preservation and environmental issues (IE: pipeline, Devil’s Tower/rock climbers, etc.) Write a short speech to present to class in favor for or against preserving sacred sites. Include supporting evidence.	

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