

“Lesson Title” | OSEU 6: Sovereignty & Treaties

Compelling Question	Is there only one way to record history?	
Standards and Practices	<ul style="list-style-type: none"> • OSEU Standard 6.1 – Identify historic eras as recorded through Oceti Sakowin Winter Counts, petroglyphs, and shirt wearer’s shirts (1700-1870). • K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. 	
Staging the Question	Students will journal about how they have learned about history. (What is the most common way history is passed down from generation to generation?)	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How are textbooks and history books helpful to us?	What are Winter Counts?	How were winter counts used and interpreted, and what can they tell us about Oceti Sakowin people?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will read a piece of information out of their textbooks, and out of a primary history book. They will discuss in groups what they learned from each section. As a whole class, we will discuss the positives and negatives of this form of history keeping. (Day 1)	Students will view a powerpoint on the basics of winter counts. They will then create and sketch a symbol for what they believe is the most significant event of the year. They will also include a description on the back. Students will get with a partner to review each others winter counts. Then make inferences on what each of your partners symbols represent. Then present your inferences to the class, along with what your partner’s description. As a class we will discuss the positives and negatives of this form of record keeping, and what the key elements are in using it. (Day 2)	Students will come into class and observe the winter count on the board. Each student will get a write up of what each symbol meant. The students will get a partner and find three things they can learn about Oceti Sakowin people from the winter count. (Day 3)
Featured Sources	Featured Sources	Featured Sources
<i>The Lakota Way: Stories and Lessons for Living</i> , Class Textbook	https://sdpb.pbslearningmedia.org/resource/11e492e2-027d-4058-9fc4-5ede11f82460/winter-count-lesson-plans-native-american-studies/#.WxnEgi81TBI	“ “
Summative Performance Task	Argument	Is there only one way to record history? Why were winter counts so important to the Oceti Sakowin people?
Summative Performance Task	Extension	Students will write a paragraph on topic above.

**Taking
Informed
Action**

Students will share with their families on the importance of preserving winter counts, and why they are important to the Oceti Sakowin people.