

Title

Who I am.

Grade Level

Middle School; 6th grade

Theme

Cultural background

Duration

3-5 class periods

Goal

Students will learn to appreciate their own uniqueness and background as well as individual differences.

Objectives

Students will be able to

1. Develop a positive attitude towards their unique culture.
2. Appreciate individual differences.
3. Identify and correlate authoritative information into end project.

South Dakota Standards

Writing:

- 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

American School Counseling Association Standards

Academic Development:

A:A1.3 Take pride in work and achievement

Personal/Social Development:

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.6 Use effective communication skills

Cultural Concept

A strong sense of belonging and respect.

Cultural Background

Oceti Sakowin Oyates [oldest to youngest]:

1. Mdewakantonwan
2. Wahpekute
3. Wahpetonwan
4. Sisonwan
5. Ihankotwan
6. Ihankotwanna
7. Tetonwan

Reservations and Tribes in South Dakota [Reservation name; Tribe name]:

1. Yankton Sioux Indian Reservation; Yankton Sioux Tribe
2. Rosebud Reservations; Rosebud Sioux Tribe

3. Pine Ridge Reservation; Oglala Sioux Tribe
4. Cheyenne River Reservation; Cheyenne River Sioux Tribe
5. Standing Rock Reservation; Standing Rock Sioux Tribe
6. Lake Traverse Reservation; Sisseton-Wahpeton Oyate
7. Flandreau Santee Sioux Reservation; Flandreau Santee Sioux Tribe
8. Crow Creek Reservation; Crow Creek Sioux Tribe
9. Lower Brule Reservation; Lower Brule Sioux Tribe

Sacred sites of the Dakota Nation to be discussed would include: Lodge of the Bear, Wind Cave, and Pe' Sla [see additional teacher notes].

Student Activities

1. Students will enjoy a teacher-led presentation and discussion on Oceti Sakowin Oyates, Reservations and Tribes in South Dakota, and sacred sites of the Dakota Nation.
2. Students will individually work to discover their own heritage [cultural background] and something that is sacred or meaningful to their culture [background].
3. Students will be given a circle piece of paper and will create with words or drawings their own circle based off their findings.
4. Students will orally present their creation to the class including their cultural background and meaning of their tile [base this off a rubric if you would like for a grade].
5. Creations will be displayed in a mural form in the school.

Resources

Writing/Scratch paper, library resources [to include computers, books, etc.], 12 inch circle, art supplies.

Assessment

Self-assessments and oral presentations

References

Howe, C. (Presenter) (2014, January 1). *Teaching Oceti Sakowin Histories & Cultures*. Lecture conducted from CAIRNS, Sioux Falls.

Developer

Jennifer Atkinson

Jennifer.Atkinson@k12.sd.us

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Additional information

This lesson plan can be modified for cross-curriculum instruction and/or for different grade levels.