

Learning Goals		
Title: Akicita Owicaha Lakota Freedom Veterans Cemetery		
Grade/Course: 9 th -12 th	Subject: Oceti Sakowin Essential Understandings	Duration: 2 Periods
<p>Education Standard(s): Oceti Sakowin Essential Understandings and Standards (OSEU) [doe.sd.gov] <u>OSEU 2: Identity & Resiliency</u> There is variety and resiliency among individuals within the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] Oyate [oh-YAH-tay] (people) as identity is developed, defined and redefined by entities, by organization, and by people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian.”</p> <p><u>OSEU 3: Culture & Language</u> 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.</p> <p><u>OSEU 5: Oral Tradition & Story</u> History told from the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] perspective, through oral tradition and written accounts, frequently conflicts with the stories told by mainstream historians. An analysis of multiple perspectives reveals history in a more inclusive and accurate way.</p> <p><u>OSEU 7: Way of Life & Development</u> The essential philosophy of the Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] wicoun [wee-CHO] (way of life) is based on the values of the Oceti Sakowin which have created resiliency of the Oyate [oh-YAH-tay] (people). Tribal communities have put considerable effort into education and economic development, Tribal universities and colleges, wellness centers, cultural traditions, and language revitalization.</p>		

<p>High School U.S. History (H) [doe.sd.gov] <u>K-12.H.2</u> Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. <u>K-12.H.3</u> Students will analyze and evaluate historical events from multiple perspectives <u>K-12.H.5</u> Students will develop historical research skills.</p>							
Skills:		Concepts:		Webb’s Level			
<ul style="list-style-type: none"> • Connect an understanding of self to culture. • Conduct historical research. • Analyze and synthesize information from multiple sources. 		<ul style="list-style-type: none"> • Summarize the importance of oral tradition. • Organize and interpret research data. 		Level 3 Strategic Thinking <ul style="list-style-type: none"> • Assess multiple views of history. • Apply concepts of research. • Identify key concepts and investigation strategies. 			
DOK 1: Identify		DOK 2: Classify		DOK 3: Construct		DOK 4: Synthesize	
<p>Learning Targets: I can... analyze information from multiple sources related to one topic. I can... evaluate and identify the importance of oral traditions. I can... use appropriate voice to demonstrate the cultural significance of history.</p>				<p>Success Criteria: I will be successful when... I have researched and analyzed multiple aspects of the Akicita Owicaha Lakota Freedom Veterans Cemetery. I will be successful when... I have connected the importance of oral tradition to the importance of history and self.</p>			
<p>Essential Questions: Why is the designation of this cemetery significant? What conflicts in history are represented in this cemetery? What is the purpose behind a cemetery? Are there values that are present across cultures? How is the concept of honor viewed? What does this cemetery say about our current culture?</p>							

Interdisciplinary Connections: Speech Psychology Civics Social Studies	
Academic Vocabulary: Language Culture Research Symbolism	Content-Specific Vocabulary: Honor Veteran Lakota Akicita (Warrior) Owicahe (Cemetery) Yuoniha (Honor) UONIHA

Resources		
	Instructional Resources (Teacher)	Learning Resources (Student)
Technology: (iPads, laptops, etc.)	Laptop Projection/Promethean Board	Laptop
Print Materials:	None	None
Digital Materials: (websites, Google, etc.)	<ul style="list-style-type: none"> • Article: Oglala Sioux Tribe dedicates veterans' cemetery near Kyle - [https://rapidcityjournal.com/news/local/oglala-sioux-tribe-dedicates-veterans-cemetery-near-kyle/article_37bfb94-c62e-5cf8-903c-3f7845d8684d.html] • The Veteran’s Legacy Project - [https://bhveterans.org] 	<ul style="list-style-type: none"> • Internet Access for Research

Learning Task		
Task Opening:	<p>Tell the students they will be examining the Akicita Owicaha Lakota Freedom Veterans Cemetery. They will be doing so to meet the stated Learning Targets and Success Criteria.</p> <p>Start with building some base knowledge and exploring what the students already know/think.</p> <p>Start with the simple question: What comes to mind when you see the word cemetery? Student’s responses may include: funerals, sad, quiet, peaceful, creepy, spooky.</p> <p>Next ask the students to discuss why we have cemeteries. Students answers may include: to remember, to honor, respect, public health.</p> <p>Contrast the reaction emotions to the utility emotions tied to cemeteries.</p>	
<p>Whole Class</p> <p>Mini-lesson</p> <p>Launch:</p>	<p>Introduction</p> <p>Goal: Students will become familiar with the Akicita Owicaha Lakota Freedom Veterans Cemetery</p>	<p>Strategies:</p> <p><u>Review</u></p> <ul style="list-style-type: none"> • Display the July 10, 2014 Rapid City Journal article “ Oglala Sioux Tribe dedicates veterans' cemetery near Kyle” • Have volunteer readers read the article aloud while students follow along. • Show photos of the Akicita Owicaha Lakota Freedom Veterans Cemetery dedication as included in the article. <p><u>Task</u></p> <ul style="list-style-type: none"> • Have each student reflect on their thoughts about the significance of the Akicita Owicaha Lakota Freedom Veterans Cemetery. • Write three sentences about what stood out or why this is significant.

<p>Whole Class Think, Pair, Share:</p>	<p>Why Cemeteries? Goal: Students will analyze the importance of the cemetery across cultures.</p>	<p>Strategies:</p> <p><u>Think</u></p> <ul style="list-style-type: none"> • Ask each student to brain storm in their own way and have each student record their own thoughts on a piece of paper. • Prompts: <ul style="list-style-type: none"> - How do you perceive death in your own culture? - Is it important to remember people who have died? - How do you remember people who have died? - Do different cultures approach death differently? <p><u>Pair</u></p> <ul style="list-style-type: none"> • Have students pair off into groupings. • Each group needs to... <ol style="list-style-type: none"> 1. Share their answers to the “Think” prompts and compare/contrast answers. 2. Record the groups thoughts on memorializing people after death. 3. As a group, using laptops, research Lakota views on death, afterlife, and memorializing people. Groups should pay close attention to oral traditions. 4. Record a group narrative about Lakota oral traditions around death. <p><u>Share</u></p> <ul style="list-style-type: none"> • Groups will share out their findings with the entire class. Developing a class discussion on the presented research.
---	---	--

<p>Independent Research</p>	<p>Celebrating History Goal: Students will connect the stories of the Akicita Owicaha Lakota Freedom Veterans Cemetery with history and with self reflection.</p>	<p>Strategies: <u>Review</u> Review with the students the Veteran’s Legacy Program and the corresponding website. Highlight the Veteran Stories section. <u>Task</u> Students will spend time doing their own research on the Akicita Owicaha Lakota Freedom Veterans Cemetery. Students must produce a product (PowerPoint, Paper, Poster, or other) that highlights the stories of a Lakota Veteran. The product should highlight the Veteran’s life, service, and memorialization. The student must also provide a reflection on the significance of the Veteran’s service to their own life.</p>
------------------------------------	--	---

<p>Assessment and Feedback</p>	
<p>Formative Questions to checks for Understanding/ Feedback:</p>	<p>Common formative assessments, questions applying knowledge of history and application of importance.</p>
<p>Summative Assessment:</p>	<p>Production of a product that highlights the stories of a Lakota Veteran. The product should highlight the Veteran’s life, service, and memorialization. The student must also provide a reflection on the significance of the Veteran’s service to their own life.</p>
<p>Task Closing:</p>	<p>Invite an Elder and/or Veteran to share about service and history. Students should have already established the importance and reverence for oral tradition, allowing for an appreciate of learning from these primary sources.</p>