Inquiry Design Model (IDM) Blueprint™		
“Family” | OSEU 4: Kinship & Harmony		
Compelling Question	**What is the value of family?**	
Standards and Practices	**OSEUS 4.1 – Compare and contrast the traditional *Oceti Sakowin* family structure to contemporary family structures.** **2.H.1.2- Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past**	
Staging the Question	**How are family structures similar and how are they different?** **In what ways are relationships impacted by the names we use?**	
Supporting Question 1		**Supporting Question 2**
Who is part of my family?		**What names do I call my family members?**
Formative Performance Task		**Formative Performance Task**
Use one of the videos listed below to get students thinking about their families. **Have students name the family members they have.** **Make a list of who lives with them and how they are related.** **Have students compare their families with each other.** **What are the differences, what are the similarities?** **How do my relationships with my family members help or challenge me?**		**Spend some time learning about Lakota names for family members.** **Sing the song “That’s Me!” with students.** **Create a family constellation with the student in the middle and their relatives around them using Lakota kinship terms.** **Use the posters below to help with kinship terms. Spend time discussing the use of a term like “auntie” or “*tunwin*” for women outside the immediate family.** **Use Glady’s Hawk’s video below to talk about how relationships have changed over time.**
Featured Sources		**Featured Sources**
Family Video **https://www.youtube.com/watch?v=DzlxG2B2neU** **http://www.poetryfoundation.org/features/video/191** **https://www.youtube.com/watch?v=mcW6tMPgmxI**		**Amazon.com “The Star People” S.D. Nelson** **https://youtu.be/-YQt5Sv_NqI (That’s Me!)** **http://www.wolakotaproject.org/wp-content/uploads/2014/04/Kinship_Terms_Posters.pdf** **http://www.wolakotaproject.org/oseu-four/oseu-four-interview-with-gladys-hawk/**
Summative Performance Task	**Argument**	**Have students discuss how kinship terms and relationships help or challenge them in their daily lives.**

	Extension	**Have family members come in to the classroom to speak with the students about their culture/heritage.**
Taking Informed Action	**Create a family constellation to share with the class as part of getting to know each other.**	