

“Family” | OSEU 4: Kinship & Harmony

Compelling Question	What is the value of family?	
Standards and Practices	OSEUS 4.1 – Compare and contrast the traditional <i>Oceti Sakowin</i> 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 “<i>tunwin</i>” for women outside the immediate family. Use Gladys’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.	