

“Lesson Title” | OSEU 3: Culture & Language

Compelling Question	How did Lakota address and interact with relatives?		
	First quarter		
	Week – 3		
	3 consecutive lessons using scaffolding technique (could be extended to 4 lessons with added relative terms)		
	Length of lessons ideally 40 – 50 minutes		
Standards and Practices	OSEU 3.1 • Standard 3.1 – Identify similarities and differences among the Lakota/Dakota/Nakota language dialects.		
	OSEU 3.2 • Standard 3.2 – Describe efforts made by Tribal members on and off the reservation to revitalize Oceti Sakowin languages.		
	Lakota Language Standards		
	6.1.1 Recognize and state information about self, family, and friends.		
Staging the Question	What are Lakota Relative terms?		
Supporting Question 1		Supporting Question 2	Supporting Question 3
How do these terms differ between a boy and girl?		Why is it important to learn both relative terms?	How is Lakota kinship different than American society?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Students will engage and greet each other using basic relative terms to begin with by shaking hands. Female to Female Haŋ čépħaŋši! Tanyán waŋčhíyaŋke! Male to Male Haú tháhánši! Tanyán waŋčhíyaŋke! After this activity students will learn opposite sex cousin terms. As women traditionally did not engage men in conversation first; this next exercise will require the boys to engage the girls first when shaking hands. The girls will wait to respond.		The importance of students learning the opposite sex’s terms is for perspective. They will practice using celebrities as models for relatives. The questions will be modeled as such. Male to Female questions Ničhúwe táku ečiyapi he/hwo? Nithíblo táku ečiyapi he/hwo? Nithánkala táku ečiyapi he/hwo? Nisúnkala táku ečiyapi he/hwo? Female to Male questions	All mothers’ sisters are our mothers, All fathers’ brothers are our fathers, All mothers’ brothers are our uncles, and All Fathers sisters are our aunties. We recognize relatives differently we do not use terms like 3 rd cousin twice removed.

Explain how this was normal and not disrespectful in anyway. Male to Female Haú haŋkáši! Tanyán wančhíyanke! Female to Male Hán čépħaŋši! Tanyán wančhíyanke! Basic from here basic relative terms would be introduced for females and males. Female Older sister - Čhuwé Older Brother - Thibló Younger Sister- Mitháŋkala Younger brother – Misúnkala Male Older Sister – Tħaŋké Older Brother – Čhiyé Younger Sister – Tħaŋkšíla Younger brother - Misúnkala			Nichíye táku ečíyapi he/hwo? Nitháŋke táku ečíyapi he/hwo? Nitháŋkšíla táku ečíyapi he/hwo? Nišúnkala táku ečíyapi he/hwo? Bonus question. What immediate family terms do both female and male have in common? Até Iná Misún	
Featured Sources			Featured Sources	Featured Sources
LLC Lakħótiye Wóglaka Po! Book 1 Relative terms.			LLC Lakħótiye Wóglaka Po! Book 1 Relative term	Lakota kinship by Victor Douville
Summative Performance Task	Argument	Asking and interacting using relative terms in speak exercise.		
	Extension	Students can ask following questions in Lakota. What is your mother’s name? What is your father’s name? What are your grandfathers’ names? What are your grandmothers’ names? Ability to answer questions in Lakota. Nihún táku ečíyapi he/hwo? Niyáte Táku ečíyapi he/hwo?		

		Nithúŋkašila táku ečíyapi he/hwo? Nikhúŋši táku ečíyapi he/hwo?
Taking Informed Action	Family tree filled in from LLC book 2 in relatives unit. Exit ticket scale of 1 to 5 fingers up how many of students understand lesson.	