Inquiry Design Model (IDM) Blueprint™			
“Picturing Our Lives” | OSEU 2: Identity & Resiliency			
“Picturing Our Lives” | OSEU 5: Oral Tradition & Story			
Compelling Question	**How and why is memory important to a community or a people, and what happens when a community loses its ability to truly remember?**		
Standards and Practices	**OSEUS 2.1 Demonstrate knowledge of the *Oceti Sakowin* people’s understanding of the interrelationship of spiritual, physical, social and emotional health** **OSEUS 2.2 Describe the impact of Euro-American ideals, values, rights, philosophy and beliefs, upon *Oceti Sakowin* people as tribal, state and US citizens** **OSEUS 5.1 Identify elements of *Oceti Sakowin* culture within oral, written accounts and primary source information, and compare them to written accounts by mainstream historians** **SS 9-12. H.1.2 Identify patterns and analyze change and continuity in historical eras** **SS 9-12. H.5.3 Identify historical evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims** **Connect to 9-12.SL.8.1 and 8.5 if desired**		
Staging the Question	**Show videos: Can You Trust your memory at https://www.youtube.com/watch?v=lkvOMt34hAo ; 56 Ways of Saying I don’t remember at https://www.youtube.com/watch?v=Mf3Z8asXB8 and Lakota Star Knowledge at https://youtu.be/VyK1Oqoqcg8 (or use links and show Prezi presentation from Wolakota site HS Art Lesson). Whole class discussion on how is memory important to a person and what happens when a person loses his or her ability to truly remember? What happens when a community loses its ability to remember? Discuss *Oceti Sakowin* and mainstream ways of recording events and remembering history. What might you need to take into consideration when creating something for your community as the audience? How would it feel to be responsible for remembering for your community, and how would it feel to be responsible for recording that artistically? What if the even chosen wasn’t the one YOU would want- how would you approach that?**		
Supporting Question 1		**Supporting Question 2**	**Supporting Question 3**
What patterns, similarities or differences to you notice in different artist’s Winter Counts covering the same year?		**What values and beliefs do you think influenced the choices of events the keepers of the Winter Counts made?**	**What inconsistencies exist between the history shown by Winter Counts versus history told or depicted by mainstream historians?**
Formative Performance Task		**Formative Performance Task**	**Formative Performance Task**
Create a table comparing and contrasting patterns, similarities and differences in different artist’s Winter counts covering the same year.		**Create a chart, poster, or PowerPoint displaying “markers” of events that reflect at least two values or beliefs that influenced an *Oceti Sakowin* artist’s choice of events to illustrate on a Winter Count. Share with class**	**Watch Joseph Marshall’s video “Who gets to tell the story”. Choose and compare an event on a Winter Count with a mainstream source and identify any inconsistencies. Discuss which source is more credible and**

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<tr><td colspan="2"></td><td colspan="2">and explain your reasoning.</td><td>why.</td></tr>
<tr><td colspan="2">Featured Sources</td><td colspan="2">Featured Sources</td><td>Featured Sources</td></tr>
<tr><td colspan="2">Smithsonian Winter Count site at http://wintercounts.si.edu/index.html</td><td colspan="2">Dr. Craig Howe video on Winter Counts at Http://www.lc-triballegacy.org/video.php?vid=957&query=Winter%20Counts</td><td>Joseph Marshall's video at http://wolakotaproject.org/oseu-five-interview-with-joseph-marshalliii/</td></tr>
<tr><td rowspan="2">Summative Performance Task</td><td>Argument</td><td colspan="3">Re-view video "Can You Trust your Memory?" at https://www.youtube.com/watch?v=IkvOMt34hAo and write a brief essay describing how and why memory is important to a community or people, and what happens when a community loses its ability to truly remember.</td></tr>
<tr><td>Extension</td><td colspan="3">Reflect on event choices of individual students, evaluate and describe whether, in a practical sense, each artist made something that will keep the event, and the year, memorable.</td></tr>
<tr><td>Taking Informed Action</td><td colspan="2">Divide into small groups (4-5 students), discuss the individual's Art Expression for My Community worksheet, draw a "marker" for an event for the last school year, and reach consensus as to which event would be a marker for the year for the group. Share and defend groups' choices and have students select the best marker for the whole class.</td><td colspan="2">Note: worksheet and drawing sheet for this activity is located at the Wolakotaproject.org website at the end of the HS Art and Language Arts Lesson "Picturing Our Lives: Artistic Expression for A Community"</td></tr>
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