

Inquiry Design Model (IDM) Blueprint™		
“How Is It Used” OSEU 1: Lands & Environment		
Compelling Question	How do different groups of people view resources from the land?	
Standards and Practices	4.G.3.1 Describe how natural and human conditions shape places and regions. OSEUS Standard 1.2 – Describe traditional and contemporary Oceti Sakowin perspectives on communal stewardship of land and natural resources (flora, fauna, geographic and sacred features).	
Staging the Question	Are all resources viewed the same?	
Supporting Question 1		Supporting Question 2
Do people’s perspectives differ depending on where they are from and who they are around?		How can a variety of items be used differently?
Formative Performance Task		Formative Performance Task
Ask the students if they can see there are different perspectives based on how you are raised, what you value, the people you are around? Ask who influences you the most? How do they influence you? What values have been shared with you? Show: Duane Hollow Horn Bear: perspective of how Oceti Sakowin use land vs Colonists (Container where everything needed is found in the Black Hills) After the colonists came the Native American people lost the chance to get the things the Native Americans value. This happened with the colonists moved in and took over the land, and then when land was limited due to reservations Perspective: saw the same things but colonists’ focus was gold and this was their motivation, the Native Americans never saw the gold as something needed Native Americans see the mountains as beautiful; the colonists saw it as something to conquer; different ways to see the land		Give students a list of possible items found on/in the lands of the Black Hills. Pine trees (tipi/homes), foods (nutrients), tools (survival), water (gold vs water resource), rocks (sweat lodge, fire pits), bead (decoration), animal (clothing, winter count, shelter), willow (baskets, bark for tobacco, braid for rope), Leaves (kindling), Grasses (sweet grass for ceremonies, burned for prayer, teas), Beeswax (lubricant, food) Have them decide how each of the items would be used by the settlers, the Native Americans, and by them currently using a chart. This can be completed individually, as partners, or as a group. Using a Venn Diagram have students show where there are similarities and differences in the uses.
Featured Sources		Featured Sources
http://www.wolakotaproject.org/oceti-sakowin-essential-understanding-one/oseu-one-interview-with-duane-hollow-horn-bear/		http://4.bp.blogspot.com/_dJ81AALsvDg/TNjR7GN283I/AAAAAAAAAEiY/L33WjUaVhOs/s1600/circle_venn3.gif
Summative	Argument	Write an argument defending the use you believe is the most beneficial for the resource chosen.

Performance Task	Extension	Show: Gladys Hawk: - What are we putting back from what we are taking How do we treat the land? Is there a balance between science and the wisdom of the elders? http://www.wolakotaproject.org/oceti-sakowin-essential-understanding-one/oseu-one-interview-with-gladys-hawk
Taking Informed Action	Make a diorama that depicts either settlers, Native American, or current resources, labeling each item and its' use to be displayed in the library.	