

“Act and React” | OSEU 2: Identity & Resiliency

“Act and React” | OSEU 7: Way of Life & Development

Compelling Question	Do other’s actions impact your life more than your actions?	
Standards and Practices	4.E.1.1- Discuss what factors (both positive and negative) influence individual choices. OSEU.2.2- Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon Oceti Sakowin people as tribal, state, and US citizens. OSEU.7.2- Examine and describe actions taken by Oceti Sakowin individuals and communities that bring about social change.	
Staging the Question	Are decisions and actions made by others what sets us up for failure or success?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What do you do in your life that affects people around you? Do people around you affect things you do? What are the things that happen as a result?	When people we have never met (like a new teacher) get on us for something we do, does that make us angry or happy? How do other people’s decisions and actions shape the way we grow as people? Do our actions and decisions affect us as much as other people’s?	How can you bring about positive change in other people’s lives with something that you do? What is a positive change that you can make in your life with a change or decision that you believe in?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Discuss with students about how other people’s decision affect us. Students discuss how peer pressure makes them feel and how they have to act a certain way. Ask students to reflect on a time they may have peer pressured someone on accident or purpose. Ask students to discuss the positive or negative effects of their decisions. Have students create a venn-diagram about our actions, other’s actions, actions that are similar.	Have students listen to Iktomi video by Duane. After the video, ask students to pair-and-share what they think about how Iktomi was affected in the story both by himself and by the other characters. Discuss with the students how sometimes our actions come across as something that can be hurtful or misleading to others, just like Iktomi. Discuss with the students how the influence from others can help influence you to make either good or bad choices.	Discuss with students how other’s values can shape how we live as much as our own. Ask students to tell how something someone else does changes the way that they work or do something. Discuss way in which we can bring about change as individuals to help bring about positive change in both our lives, our friend’s lives, and our communities. What can you do to “be the change”? Have students find a social issue they feel they would like to help change and research the issues.

Featured Sources		Featured Sources	Featured Sources
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Summative Performance Task	Argument	Use the website in the third column to find a social issue going on in the world that they feel they can help change. Students will research the issue, what is the cause of the issue, and ways that could help to dissolve the issue. Students will then come up with a plan on how they, as an individual, can help to change the issue they have chosen in their own lives.	
	Extension	Students will come up with a community plan that they can see their community adopting to make positive change with the issue they have chosen.	
Taking Informed Action		Have students take note of an issue in their own community (such as poverty, money, resources etc.) and come up with a class-wide “solution” for the issue. Come up with something that the class can do to affect positive change in their community around the issue they have chosen and present it at a city council meeting.	

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