

“Part 1 Empathy” | OSEU 6: Sovereignty & Treaties**Compelling Question****How do we learn empathy?****Standards and Practices**

4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota

4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments

4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture

OSEU 6.3 Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

Staging the Question**What is empathy?****How important is compassion, knowledge, and understanding in gaining empathy?****Supporting Question 1****Supporting Question 2****Supporting Question 3****What is empathy?**

the psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

What kind of emotions are involved in empathy?**How important is compassion, knowledge, and understanding in having empathy?****Formative Performance Task****Formative Performance Task****Formative Performance Task**

- Ask the students to turn and talk to their partner(A&B) about what they think empathy means and give an verbal or pictorial example that would illustrate empathy.
- Listen/Watch the video on empathy (link below)
- Read the book: ***The Invisible Boy*** by Trudy Ludwig and while reading it, stop frequently and ask

- Lesson from ***The Comprehension Tool Kit 3-5*** on the book, ***Cheyenne Again*** by Eve Bunting

- **Art project:** Have students take off one of their shoes and trace it on a full sheet of 8 1/2 x 11 paper, and if time, fill in the details of the shoe. The students cut out their shoe and add it to a bulletin board or wall labeled: “I can put myself in someone else’s shoes” and display the response to ***Cheyenne Again*** or ***The Invisible Boy***

the students to turn and talk to their carpet partner about what emotions they felt at different parts of the story. (Partner A & B take turns sharing) - Students journal what they talked about to their partner, going into detail about those feelings, encouraging them to use figurative language to paint a picture of their feelings. Additional/Alternative idea - Place Empathy card scenarios relevant to 4th grade on the Promethean board and have students journal their responses. Then create an inner circle and outer circle, establish partner A is the inside circle, outer circle is Partner B; have A share with B their response to a question of your choice; rotate 3-4 times. Empathy scenarios for Empathy lesson attached at the end of this lesson.		Additional/Alternative idea Have the students compose a reflective paper on how important compassion, knowledge, understanding in having empathy.
Featured Sources	Featured Sources	Featured Sources
https://youtu.be/aU3QfyqvHk8 Book: <i>The Invisible Boy</i> by Trudy Ludwig Empathy scenarios for Empathy lesson in Lakota Studies.docx	Book: <i>Cheyenne Again</i> by Eve Bunting AND resources from RCAS The Comprehension Tool Kit 3-5	http://www.wolakotaproject.org/oseu-five/oseu-five-interview-with-jace-decory/ http://www.wolakotaproject.org/oseu-five-interview-with-joseph-marshall-iii/
Summative Performance Task	Argument	Do you think it was right for the US Government to force Native students to learn English and forget their past life? Why or Why not? Be ready to defend your position.

	Extension	Compose an essay explaining the difference between knowledge and understanding.
Taking Informed Action	Create a space at recess or lunch where students who feel invisible can sit or stand when they feel “invisible”. Notice students who seem “invisible” to others and invite them to play with you.	

Empathy Scenario 1

You find out all your friends have been invited to another friend's birthday party, but you were not.

- How does this make you feel?

Empathy Scenario 2

Every recess the same two boys are captains of the soccer game. When they pick teams, you are always picked last.

- How does this make you feel?

Empathy Scenario 3

In your family, the boys always grown their hair out long and wear it in a single braid down their back. When you go to the bathroom during class, a student often says, "You can't go in the boy's bathroom, you are a girl!"

- How does this make you feel?

Empathy Scenario 4

Every year your class makes Mother's Day cards. You don't want to make one because your mom hasn't lived with you since you were a baby.

- How does this make you feel?